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The Clearing House

A faculty journal for junior and senior high schools

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NOTICE TO WRITERS

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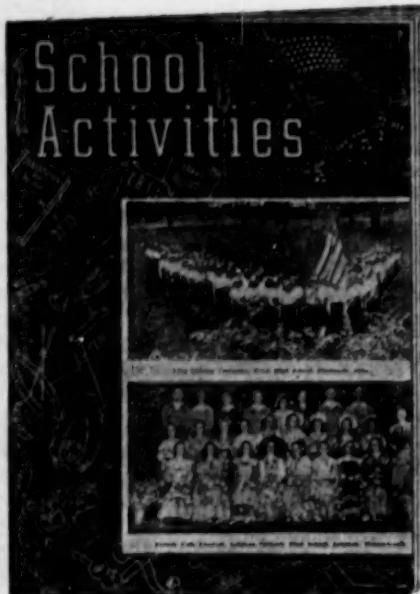
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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 30

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HOLLAND Has High-School Problems Too

By

ROBERT G. ANDREE

USUALLY the Dutch recognize only one great problem in their own secondary schools—that of the presence of a highly competitive force on ten million people crowded into a small country. With a tight university entrance quota in effect, this means that high-school graduates face difficult and sometimes frustrating educational conditions. Although this is the major problem in the minds of the people, at least five other problems seriously hinder the forward stride of Holland's secondary schools.

The greatest problem facing educational leaders is much the same monster as in America: too many pupils and a lack of funds to meet the rising tide of enrollment. Here the comparison of our two systems stops. For Holland is divided into three groups: Catholic, Protestant, and neutral. Each has its own schools, when possible, and often subdivides further by segregation of the sexes. In some cities the alpha and beta groups of the sixth-form Gymnasium have as few as six pupils in each school. Classes of three each are not uncommon. Often the Gymnasium pupils of the sixth year in all of the schools of a particular town would not make one reasonable class of bright pupils. Yet Dutch educational leaders are not particularly concerned because they say, "That problem has been solved." They have the law, they recognize

the great "justice" of the split, and they are willing to remain complacent about it until "they" (whoever "they" are) do something about changing the law.

Many Dutch teachers protect themselves against the specter of larger classes by becoming more stringent in pupil evaluation and in the determination of who shall remain in school. I have heard them discuss it. Only in the graduating classes does the state take a hand in evaluation, and then, as one Dutch educator has indicated, "The whole thing is a show." Too many pupils are stuffed full of knowledge yet have not fundamentally been educated.

How successful have teachers and principals been in their attempts to keep the *status quo* in terms of small comfortable schools and intimate upper classes? The figures speak for themselves. After extremely careful selection for the Gymnasium from

EDITOR'S NOTE

The author, headmaster of the Brookline (Mass.) High School, has been a Fulbright lecturer in Holland, 1954-55. His brief analysis of secondary-school conditions in Holland is an outgrowth of his travels throughout Holland and visits to most of the countries of Europe.

masses of elementary-school pupils, the dropout rate still averages 50 per cent. Five out of ten drop out, either because of academic failure, because of economic reasons, because of insistence on early educational choice of "course," or because another (equally specialized) school offers more glowing chances of success. Of the five remaining, two proceed to the final year without failure, two are retarded one year, and one is retarded two years!

As if the problems of religious disunity and of teacher rating of pupil progress were not enough, three further complicated problems appear. The first is that all educational problems in Holland are overtones of political strife. No new educational step is considered except in this light. For example, every pupil of a secondary school must take a state final examination. New schools which parents may wish to split off from established schools must have a certain percentage of pupils who do well on these examinations, or further state subsidy after the initial grants is not forthcoming. This of itself creates tremendous pressures on teachers and principals and leads first to strong selection techniques and then to ruthless elimination before the final-examination years in order to maintain the flow of school funds. Educational leaders may deny it, but these are the facts.

Eight days prior to the writing of this article the First Chamber of Parliament formally refused to consider any plan for a comprehensive high school, either a Dutch version or one modeled after certain of America's better schools. Educational leaders who a month before were making tentative and exploratory statements in this direction now refuse to answer any questions or to discuss the matter at all. When one asks why, the answer is that it is difficult to think about such a school or even more difficult to ask for it because "there is no present law to cover it."

A few years ago Dutchmen were hearing about Plan Rutte. It consisted of a pro-

posal by a professor of psychology in the University of Nymegen for the improvement of student educational progress. It would afford an opportunity for a pupil to move easily between one course and another, and most of the barriers between such courses and the "necessary prerequisites" would be removed. It would encourage certain manual achievement among all pupils and reduce somewhat the intense intellectual activity of the better (but not particularly adept) pupils in the high schools. It would remove some of the criticism that Dutch education stressed the intellectual too much. It would, in essence, give rise to an algemeen middelbare school that might make inroads on the precious religious distinctive school. Now that it has been buried, men don't speak of it. "It was not a law; it was only a plan." Therefore, they reason, why speak about it now?

A second further complicated problem stems from the provision in the law for equal pay for teachers (with automatic across-the-board increases) regardless of the kind of school or the community in which it is found. What incentive is there for a man and his wife to move from a small community, where they have a pleasant home, garden, children, and the family pets, to the housing shortages, tram fares, higher costs, and busier and more complicated life of the city? The result is clear: no teachers where Holland's educational problems are greatest. Further, lay brothers and members of other religious orders are also paid from state funds, and many a school board complains that its men and women must support families and contribute extensively to community costs while salaries of groups in holy orders are pooled. Usually the school facilities are no better because of this, although there are a few boarding schools where conditions appear better. Instead, the complaint is that such "educational" money is funneled into other channels, usually hospitals, monasteries, and other equally worth-while proj-

ects. This certainly does not make for the easing of tensions when new education bills are considered.

The third complicated problem has its roots so deep in historical, philosophical, and traditional activity that description of it is almost impossible within a short article. The European mind does not foster easy intercommunication. As a result, what educational leaders consider the right paths and what parents, pupils, and community leaders think should be taught are often widely divergent, with little hope of a common ground. In an educational conference of the type so well known in America the Dutchman will not speak much; he will listen intently. Should a new idea pop, he still will not discuss, but will run to a book for the answer almost immediately. Discussions are not open and free, and once opinions have been formed many men refuse to be disturbed with the facts. Many men I have met would rather be caught dead than admit they didn't know. This leads to strict control of subject matter in the schools to maintain the *status quo*, to finding the most ridiculous reasons for the maintenance of present measures of selection and elimination of pupils, and to considering anything which is American quite unacceptable.

I have a medical friend who has just returned to Holland from America, full of enthusiasm for the American method. He told of having a friendly difference of opinion with a newly found colleague before an entire student group. After each had explained his views to the other on this particular problem in pathology, the professor turned to the students and said, "What do you think of this?" One student replied, "He says that he has seen it, and what he says sounds reasonable." The doctor said, "I loved that student." What had happened would have been unthinkable in Holland—first to have a teacher ask the pupils what they thought, and then to have a pupil differ with his own professor!

Last night I spoke with a Dutch engineer. He labeled his own countrymen as hard to understand. He is a sales manager for electronic and automatic controls. Even when the proposed installation is of the simplest type, many Dutch manufacturers insist on a written guaranty that such a method will not be proposed to other Dutch manufacturers. This lack of a free sharing of ideas and methods with one's fellow in a reasonable way eats directly into the heart of educational planning too.

I know an educational leader who is suspected by almost 100 per cent of his colleagues because he is attracting to his school more than his share of elementary pupils. "It's impossible to have a good school with more than 350 pupils," they say, now that his has reached 700! What this will do to his enthusiastic thinking on comprehensive schools, now that the country's political leaders have spoken, remains conjecture.

Good Points in Dutch Education

Does this mean that I find no good in Dutch education? Hardly so. I liked much of what I saw. Intelligent boys and girls (with restrictions of money, class, or interest) are finding their way into technical, art, music, and trade schools. I saw thirteen-year-old boys mastering the art of precision instrument making. The final examination for a sixteen-year-old is the making of a waterproof watch for himself, entirely by hand. In the trade schools I saw fourteen-year-old boys doing a better job of brick-laying and plastering than older men who were working on construction projects. Girls were becoming dieticians and hospital household directors, office clerks, and executive secretaries in the shortest possible time with the greatest possible expenditure of energy. Pupils in the high schools themselves often showed 100 per cent mastery of almost impossible assignments, usually through the memory approach. There is a general willingness for everyone to work

hard and to make the best of his talents at whatever level he finds himself. That this is the result of constant fear, of pressure, or of a competitive society doesn't matter.

The schools for the handicapped are good. I saw the best teaching of my professional career in some of the schools for the deaf and dumb, for those whose hearing is bad, for the cripple, or for the mentally deficient. If Holland would apply the principles of education to its best as it does to its handicapped, its educational system would be truly remarkable.

Lessons for American Leadership

As many as seven lessons may be drawn from my experiences in this wonderful and enterprising land. They are:

(1) A capable leader must be able to recognize his problems and analyze them, then have the will and the capability to share them with others so that common grounds will be found for steps toward the solutions. Real leadership is reluctant to say, "Why don't they do something about it?" The question ought to be, "What will we do about it?"

(2) Genuine leaders recognize in education that the fundamental problem is not what shall be taught or how much shall be taught; it is a dual-headed question of the quality of teaching and the judgment of values. What we shall teach *for* is more important than what body of facts shall be mastered; and what comprehensive program of life experience we shall try to implant is more important than how high were your scores on the examinations.

(3) There is much talk these days of a return to some of the advantages of a "classical education." I have seen the results of that in Holland . . . with a vengeance. The mark of the true Greek or Roman scholar was that he had an open

and inquiring mind, not that he had mastered the intricacies of his own language. A man who can read Homer is still worthless to society if he cannot translate the experience into worth-while living. Let us make this clear as we press for "more classical training."

(4) Leaders must be idealists essentially. Those who complain that they must be realistic and cannot afford to be otherwise are only fooling themselves. The real realists in this world are the idealists; those who call themselves realists are only rank-and-file conservatives.

(5) The decision of what to teach must stem from the needs of youth. What happens when all of the ideas are at the top is clearly evident in Holland.

(6) Leadership must not be duped by the educational logician or dialectician. What was "logical" yesterday in our fast-moving social orb may not be valid today. Let leadership train its vision on the underlying currents of human society, determine collectively with its people the human values to be cherished, and press for reasonable goals in the light of this activity. I am not concerned as to the content of teaching if the goals are reasonably established and clearly understood. Holland doesn't seem to understand this and has continued to cram down the throats of thousands a highly complex list of "subjects" that appear to cover a vast area of human knowledge but can hardly be classified as functional education.

(7) Leadership must be concerned with all the children. A shortage of intellectual manpower ought not to lead to the neglect of lesser folk who make the world go 'round. Genuine leadership is not easily stampeded; it is calm, reflective, often showing a high degree of "followership" and an intuitive grasp of the needs of those being led.

Teachers Are Off Their Rockers in Seattle

By J. E. LOGAN

IN YEARS PAST, retiring teachers in the Seattle area had nothing to look forward to except the usual pattern of rocking chairs, knitting, and comfortable slippers. But today many senior-citizen teachers are off their rockers. You'll be more likely to find them painting pictures, learning the mambo, playing canasta, bridge, or scrabble, gardening, tutoring young people in a variety of subjects, taking five-mile nature hikes. Many of them are keeping their brain cells young by taking correspondence and night-school courses at the University of Washington or at Seattle University. Some of them are in the process of learning French, German, and Spanish. Others are busily planning trips to Alaska, Hawaii, Japan, or Africa.

What has happened in Seattle to make retired teachers feel so young, lively, and adventuresome? Why have so many veterans of the classroom wars refused to rest on their laurels? Perhaps the answer to these questions is the Ida Culver House, a clubhouse type of dwelling that serves as a home, recreation quarters, and educational and social center for fifty former Seattle teachers who have now retired.

Ida Culver House is an experiment in co-operative living that has been going on since 1950. It is an experiment that has proved so successful that plans for expansion of the present house and for building other homes for teachers are even now on the drawing boards of Seattle architects. So well known has the experiment in living at Culver House become that the house officials are kept busy answering inquiries from teacher groups all over the country. Teacher organizations have been told that

the success of such an enterprise as a co-operative teachers' clubhouse lies completely in the hands of a farseeing group of teachers who are anxious to try group living and who are willing to purchase a unit and allow that unit to revert to the corporation for resale at a later date.

The rising cost of living has been a tough problem for all retired teachers who are faced with the prospect of trying to live on inadequate pensions. The Ida Culver House officials have done a masterful job of keeping rates low in spite of the high cost of living in Seattle. At present the monthly fee for room and board is \$55. It was found necessary in the spring of 1952 to raise the rates 10 per cent to cover rising costs. The house itself operates on a non-profit basis and pays all its expenses, including a payment on the mortgage each month, from the room and board fees and the absentee fee.

As far back as 1928 such a project for older teachers was in the minds of a number of Seattle public school instructors. On October 8, 1928, the Seattle teaching corps

EDITOR'S NOTE

In many states, statistics show that, with the exception of teachers having five to nine years' experience, those having twenty-five to twenty-nine years' experience constitute the largest group. It is obvious, therefore, that a large number of teachers face retirement each year. The problem of life for the retired teacher is not always an easy one. The author of this stimulating article is in the English department, Denby High School, Detroit.

considered forming an organization which could provide "living quarters for retired and convalescent teachers, serve as a meeting place for educational clubs and as a place of entertainment for teacher groups."

Miss Ida Culver, a teacher at the B. F. Day School, was an earnest promoter of the project. For nearly ten years she spent most of her spare time trying to convince other Seattle teachers of the merits of group living. In 1929 she reported that she had recruited "six paid-up members and more are ready to join." When Miss Culver died in 1937 she left a large portion of her estate to the organization. Because of her unflagging interest and generous contributions to the project, it was decided that if the home ever became a reality it should be named in her honor.

Meanwhile other interested oldsters were hard at work spreading the good news about the proposed haven for retired teachers. From 1928 through 1949, the organization managed to accumulate nearly \$50,000 in memberships, legacies, and gifts. In order to handle money matters with a minimum of difficulty, the group was incorporated and was called the Seattle Education Auxiliary. By 1937 dues amounting to more than \$13,000 had been collected and invested. An old family home at 1004 Queen Anne Avenue was purchased. It was completely remodeled to accommodate eleven persons and a house-keeper. Throughout the years Ida Culver House has continued to receive bequests from other teachers and from a few prominent citizens in the Seattle area.

"By 1945," report Edith Post and Otie Van Orsdall, official historians of the project, "the number of retired teachers who wished to share the benefits of this kind of co-operative living had grown so large that the board of trustees decided that a program of expansion was overdue."

To find the preferences of the teacher members of the project, questionnaires were circulated among the applicants. A

compilation of the returns showed that the majority were interested in a club type of structure, situated in a residential section not too far from the business district. They wanted to have room and board included at a reasonable rate. They thought that this new clubhouse should be built from the assets of the Queen Anne home and by lump sum payments from those who would be residents of the new quarters. The members were split on whether to buy an old house or to build a new structure. Considerable research convinced the officers that it would be more economical in the long run to put up a new building on grounds where there would be room for expansion.

Raising the necessary funds was a difficult job. The problem was to find about forty teachers who wanted the security of such a home enough to invest between three and four thousand dollars to make their dreams come true in actual bricks and stones. The untiring promoters of the project rolled up their sleeves and went to work. They wrote hundreds of letters. They started an "each-one-call-one" campaign. They talked to thousands of individuals, and they told their story to any educational or business groups who were willing to hear them.

The first purchasers were thirty-six teachers who had somehow been able to save a little money out of their public-school pay. They were charged \$3,000 for a unit sharing a bath with one other person or \$3,750 for a private bath. This money, amounting to over \$111,700, was put in escrow with a Seattle bank. Soon gifts began to trickle in. Some of them were small, a very few were large, and surprisingly enough a goodly number were from former students who wanted to see their teachers of other years live comfortably in their old age. Several of the teacher organizations in the Puget Sound region contributed generously to the project. A loan was negotiated at a good rate of interest

from a bank to provide approximately 20 per cent of the cost of the house.

On a cold, windy day in November, 1949, two retired teachers turned over shovels full of earth and the new Culver House was on its way. An interested crowd gathered to watch the ground-breaking ceremonies. Present were most of the retired teachers who hoped to live in the new home, the board of trustees, the architects, the superintendent of schools, representatives of the mayor's office, and many other friends of the project.

The first occupants were able to move into the Ida Culver House in midsummer of 1950. A waiting list of applicants soon developed, and the board of trustees in June, 1952, decided to add eight units, each with private bath, to the south wing of the building. An elevator was installed and the lounge area was greatly increased.

Because more and more teachers want to retire to Ida Culver House, officials at the Culver headquarters say that another addition can be made to the present building. But it is more likely in the future that a second house will be built when more members of the teachers corps in Seattle become ready for retirement.

The Seattle Education Auxiliary, Inc., is a completely nonprofit and tax-exempt corporation. The Ida Culver House is

located on two acres at 24th Avenue, Northeast, and East 65th Street in Seattle. The approximate cost of the project to date has been \$250,000, including land and landscaping. Besides the retired teachers, four employees live in the home to take care of the needs of some of the physically handicapped occupants.

The senior teachers in Culver House are not content to sit in rocking chairs during their sunset years. Gardening is the most popular hobby, and any resident may have a garden plot if she desires. Outdoor interests are pursued the year round in the mild climate of western Washington. Most of the teachers are very much interested in the problems of education. Many are engaged in lively projects that help to keep them young and happy. While some of the residents pursue photography, weaving, knitting, water coloring, and reading, others join in book discussion groups, learn new dances, and organize group singing. Seattle's Culver House teachers are not content to live among their memories and their souvenirs. They keep busy, healthy, and happy in the congenial and pleasant surroundings of their beautiful clublike home. They have proved that retired teachers who are willing to get off their rockers can enjoy living and working together in a lively community group.



Our Schools

The next time you pass a school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance—when greed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, selfrespect, and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as "common" because it belongs to us all; it

is ourselves working together in the education of our children. But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization. Throughout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American common school is being copied. Let us cherish and improve our schools.—JOY ELMER MORGAN in *North Dakota Teacher*

Let's Catch Some Teachers

By MARGARET H. HOLZMAN

THE STUDENTS in my sixth-grade class were reading and discussing an article, entitled, "Careers in a Nutshell," which appeared in *Junior Scholastic* for March 16, 1955. The necessary education, the working conditions, personal requirements, and future opportunities of various occupations were graphically presented. Several members of the class had eagerly perused the facts concerning accountants, doctors, and engineers, when one of them somewhat shattered my composure by this statement: "Oh, ma'am, why do we bother with that one? No one in the class wants to be a teacher!" The boys and girls had decided, even at the tender ages of eleven and twelve, that certain occupations were desirable. Teaching was almost anathema.

This attitude is by no means restricted to the group in question. Teachers with whom I have discussed the statements made in this particular situation tell me that the same aversion to teaching as a career prevails in their schools also. When I think back over my last ten years of teaching, I am appalled to discover that I have not known a student, either in my classes or in those of other teachers in the vicinity, who stood forth and asked to be counted as one who hoped some day to become a teacher.

Why is this state of mind so prevalent? What can we, as teachers, do to persuade

promising students at least to explore the facts concerning teaching as a profession? Does a share of the blame for the fact that so small a number of college students train to be teachers rest upon our shoulders? Can we shrug it off and blame it all on the convenient whipping boy—low salaries?

The following statement is made by the Harvard Committee in the book, *General Education in a Free Society*: "The failures of teaching are not therefore ascribable only to the pay, however cryingly it demands improvement, but to the failure of colleges, teachers' colleges, and the country as a whole to make of teaching the high calling that it must be." Let me go a step further and include the teaching profession in the list of those groups which are not assuming their responsibilities. Marie Valance, writing in the *Independent School Bulletin* last April, says this: "Every other profession reaches out toward the students. Why don't we?"

The superintendent of public instruction in Indiana, Wilbur Young, stated recently that the task of recruiting qualified teachers cannot be accomplished by the teaching profession alone. I seriously question that the teaching profession even does its share. How often do we make disparaging remarks in front of our students or their parents concerning our rather meager salaries? How frequently do we shake our heads over stacks of papers still waiting to be corrected when our work day is presumably over? How many times do we allow ourselves to become tired and bedraggled in appearance by the time our last class rolls around?

J. Hartt Walsh, dean of the College of Education at Butler University, has a favorite saying, "Education is caught, not taught." He illustrates it by citing an experience during his teaching career when

EDITOR'S NOTE

One of the major problems in American education is that of staffing the schools with competent teachers. The largest reservoir for recruitment may be high-school pupils in the senior and junior classes. Mrs. Holzman, who is a teacher in Park School, Indianapolis, recommends a policy of persuasion.

innumerable students started carrying, and making use of, pocket dictionaries, not because he had requested that they do so but because they had observed him so doing. Similarly Dr. Walsh caused a veritable spree of shoe polishing by keeping some shoe polish in his desk drawer and making use of it occasionally.

Could we not carry this same idea into the recruitment of teachers? I wonder what would happen if teachers as a group made teaching appear so much fun that students would see in this vocation an opportunity to earn a living and have a good time doing it. By our patience, our helpfulness, and our kindness we convince many of them that ours is a noble profession. But have we ever made anyone think of pedagogy as fun? Do we radiate a glow of joy when things go as we had hoped they would? Often there is a sense of inner achievement when some youngster with whom we have been working patiently—and with no apparent results—suddenly emerges from the

fog surrounding him into the clear light of understanding. Why not let our sense of accomplishment light the whole room, so that all may know its glory?

Every teacher has doubtless had the experience of permitting one of his students to take over the teaching of the class for a short period of time. What a clamor there is to be the one selected! We may have the germ of an idea here. If the actual teaching appears to be an enviable experience, we have something tangible with which to start. Let us proceed from there. Let some of our enthusiasm for an interesting, rewarding profession rub off on the students. Let every action be a studied one, every remark concerning teaching as a career be carefully ordered, so that the reasons why we love teaching become apparent to our pupils, while our minor annoyances are kept within our hearts.

Perhaps the desire to emulate us can be caught, just as is the desire to keep one's shoes shined.



You Give the Answer

Getting to be a well-liked teacher is no easy matter.

If we require large assignments of home work, they say we are cruel.

If we don't, they say we are soft and easy.

If we try to instill aesthetic values to them, we are called erratic.

If we don't, we do not know how to teach.

If we drill in grammar, "boring" is the word they use.

If we don't, we do not teach thoroughly enough.

If we let our hair down in the classroom, we are not acting like a teacher should.

If we don't, we are hard, dry, and almost inhuman.

When we look up a word in the dictionary, we should not—for—

We should know all the words, and every meaning, also.

We ask Johnny to recite, but he just forgot—that very very minute.

We ask for a short story and the next day, the answer—"I wasn't in the mood to create."

When we don't smile, "Why don't you smile sometime?"

If we do—"What are you smiling at?"

We try, we try—we have studied for years, but that teenager is far "smarter" than we.

We repeat: "Getting to be a well-liked teacher is no easy matter. You give the answer."

We have our answer; you give yours—FRED L. BROOKS, JR., in *Mississippi Educational Advance*.

The First Research Paper

Students need assistance from their teachers in selecting suitable topics

By ROBERT L. COARD

WHETHER THE STUDENT first meets the formal research paper in English class as a senior in high school or as a freshman in college, his initial reaction is likely to be one of panic. Page after page of blank paper, he understands, must be covered with words. In addition mysterious requirements like footnotes and bibliography exist to torture the innocent. Because of this dread, the teacher must take particular care to interest the student early in a research project that will make him forget his myriad doubts and tremors. Not only should the field taken for research be attractive, but it should also be one rich enough in content to justify the labor. Certainly the selection of a topic isn't anything to be done in a cursory fashion. The choosing of a suitable subject for the beginning research paper is actually one of the most critical steps in the composition of it.

Often students elect to write on the first hazy subjects, like communism or agriculture, which form in their minds, but this practice is about as hazardous as marrying the next person one meets. Both class and teacher need to remember that the researcher and his topic will be joined in a union of six or eight weeks' duration. In the last hectic days the research paper may well affect the life of an entire family as a patient mother types, a frantic son or daughter proofreads, and a bewildered father is sent, protesting, into banishment. How important, then, that the researcher-writer and his subject be compatible! Several days of easy, natural wooing of topics should elapse before the student is asked to make his decision. Even then, for

a week or so later, divorce should be granted on easy terms if the marriage of student and topic proves to be a mistake.

"Take something you are interested in," the statement usually made at the beginning of the term-paper unit, is sound enough but hardly helpful. Students have a perverse way of going limp when they are commanded to be interested in anything. "The world is full of research-paper subjects," another bit of advice dispensed at this time, is equally sterile.

Probably it is best to draw up a mimeographed list of topics that can, with varying amounts of limitation, be handled with profit by the class. The mere presence of a list of topics of a general nature discourages the student from selecting a subject so technical that the English teacher can be of little assistance in guiding and criticizing the work. The English teacher who can barely pass a thread through a needle feels baffled and frustrated when he is called upon to make helpful comments on passages describing chain stitches, blanket stitches, and lazy daisy stitches.

Not that the student's choice by any means needs to be made from the mimeographed list. Definite topics, though, have a way of calling other and possibly more satisfactory ones to mind, whereas general admonitions awaken few associations. Least desirable of all, of course, is the shotgun marriage in which student and topic are forcibly united in the teacher's office so that there may be no further delay in getting the term paper started.

Perhaps the teacher who is compiling a list of topics for research should first ex-

amine vocations, long recognized as a good hunting ground. There are few students who have not thought, however haphazardly, about their future jobs. The teacher can start off a list of topics by recording the conventional quintet of physician, dentist, lawyer, clergyman, and teacher. Yet these are only a few of a host of positions on which magazines, books, and pamphlets may be found and interviews arranged. Put down the ones that now crowd into your mind, inserting a few glamorous ones intentionally: forest ranger, commercial artist, nurse, Wac, Wave, advertising salesman, aviator, diplomat, beautician, chef, accountant, reporter, social worker, pharmacist, hotelkeeper, architect, actor, air hostess, draftsman, farmer, chemist, biologist, physicist, psychiatrist, librarian, and the engineering tribe—civil, sanitary, electrical, and the like. This brief list will suggest others. The student may glance through the classified section of the phone book and the want-ad columns of the newspapers for more ideas.

The use of a vocation as a subject for a research paper has the added advantage that even though the teacher may know little about the work itself, he can see something of the organization the paper will entail. Whether the career being examined is that of a radio announcer or veterinarian, the physical, mental, and emotional qualifications must be treated, as well as the legal and educational requirements, the public's demand for the service, the working conditions, the existence of unions or other kinds of organization, the daily duties, the opportunities for vacations and holidays, the social prestige, the chances for advancement, and the salary. If enough material exists on one of these subdivisions, a paper may be composed on it alone. A library of any size, for example, will furnish the prospective teacher with enough information for a research theme on the social restrictions a teacher may be expected to face. Related job topics like placement

EDITOR'S NOTE

The daily recitation has pretty much given way to unit assignments. And unit assignments mean research papers. How to match the pupil and the research project is the subject of this article. The author is a member of the English department, State Teachers College, Minot, N.D.

agencies, causes of absenteeism, and reasons for discharge also are worth study.

A promising field somewhat akin to the investigation of vocations is the study of the education of prominent figures and the effect it may have had on their success. What relation, for instance, was there between the schooling and the achievement of Edison, Franklin, Jefferson, Einstein, Washington, and Lincoln? If there was little formal instruction in the person's life, so much the better. How did he go about teaching himself?

Many lively leads for research subjects can be collected by examination of current magazines and newspapers. The editors of these publications are experienced people who make their living by guessing the nation's interests. Hence a survey by the teacher of the contents of magazines and newspapers will provide him with a pretty good idea of what students like to read and consequently what they might wish to write about. Because of its uncanny ability to gauge popular trends, the *Reader's Digest* is an excellent magazine to examine for this purpose. Its brief articles that whet the appetite without satisfying it may supply just the incentive needed to get a research paper started.

The more extensive the exploration of magazines, the better will be the results. Browse through periodicals on different levels of interest and difficulty: the *Saturday Evening Post*, *Life*, *Coronet*, and *Popular Science*, but also *Harper's*, the *New Republic*, the *Atlantic*, the *Scientific*

Monthly, and even the scholarly quarterlies. Soon the teacher will have an array of topics ranging from Mau Mau activities to basketball fixes, from desegregation to uranium exploration, from the marvelous proliferation of paperback books to Paul Bunyan, from phonics and the teaching of reading to color TV and subscription TV. Newspaper headlines may yield additional subjects like the guided missile, the atomic submarine, and income-tax evasion.

Though the movies cause historians and biographers to wince by the manner in which they manhandle epochs and persons, nevertheless these films are viewed once or twice a week by students. Accordingly movies shouldn't be overlooked in the quest for research topics. They often prove to be an extremely useful source because the contrasts that soon become apparent between the film versions and the facts may hasten the dawning of a critical sense in youthful minds.

The flashing daggers and clattering swordplay of cinemascope productions are apt to be more stimulating to the collector of term-paper items than the traditional movies. What if the plots of these billboard-sized creations did fall into the Nile or Euphrates in the course of the strenuous action? At least the student's attention is directed to a remote period, and often he develops a curiosity about it. This restless stirring, if the teacher is able to profit by it, may be the first movement on the way to knowledge. Research on topics inspired by cinemascope can provide the student with something of an historical perspective, a quality that is often lacking because of present-day concern with just the contemporaneous, a concern that makes even our history, as a wit puts it, eliminate the historical by dwelling too exclusively on the modern era.

For example, cinemascope Egypt can yield more than assorted mayhem and swaying dancing girls with svelte figures. The Pyramids in the background and the physician

in the foreground can be the subjects of research papers, together with Egyptian religion, Egyptian government, Egyptian astronomy, Champollion and the romance of the Rosetta stone, and twentieth century discoveries in Egyptology. So, too, one goes a-harvesting in the Middle Ages. As the war steeds champ and the armor clangs, let the enterprising teacher be accumulating topics. Something can probably be done with serfdom in the Middle Ages, the Truce of God, the Black Death, the building of a medieval cathedral, medieval university life, the guilds, the origin of the jury system, and the knight's armor itself on which a crescendo of blows is now being rained, drowning out momentarily the noise of popcorn consumption.

Other school subjects form a major area in which teacher and student may go topic hunting. Since it is designed to serve as a model for later work, the research paper in English precedes those in the other studies. Hence the English teacher is not in any way duplicating the efforts of his colleagues when he enters their bailiwicks in search of topics. Because they are the immediate concern of everyone, the social sciences should yield abundant suggestions for writing. The different aspects of marriage—the changing courtship habits, the cost and etiquette of the marriage ceremony, the best age for marriage, mixed marriage, the causes of divorce, and the varying divorce laws—these should stir up the most lackadaisical. Those with an aptitude for political science may analyze the newspaper and magazine coverage of the last presidential election or take another look at public opinion polls. If cinemascope hasn't reached anything as recent as American history, that is no reason why the topic seeker may not scan the American past for ideas for research. The ways by which we acquired Louisiana and Alaska and other territorial additions certainly supply problems worth examination. An item like the American discovery of anesthesia, marred as it was by

prolonged controversy, affords interesting possibilities for an exercise of judgment. The performances of Washington or Grant or Eisenhower as generals may be weighed, or decisive battles like Saratoga or Gettysburg studied. Often local and state history will excite the imagination. The resident of an Illinois city, for instance, may wish to study a Lincoln and Douglas debate held in the old town square a century ago. Newspaper files and other source material may be accessible.

In his compilation of topics the English teacher shouldn't forget about his own pet fields of literature and linguistics, branches of learning in which he is best fitted to judge the quality of the performance. Many students ought to be encouraged to do their work here though I do not think these subjects should be made compulsory as they occasionally are. The advantage of having the research in a measure charted and controlled is perhaps more than offset by the arbitrary limitation which may nettle the student. The teacher will feel more at ease if he has this kind of check on cheating, but in the last analysis the paper is for the student's benefit rather than for the teacher's peace of mind. Despite all precautions some plagiarism, bootlegged footnotes, and padded bibliographies are going to get by.

A number of subjects touched upon earlier in the class discussion of writing and grammar may now be pursued in the research paper. Euphemisms, the making of dictionaries, Noah Webster and the American language, Theodore Roosevelt and simplified spelling, Indian words and place names, the contrasts of British and American English, the slang of specialized groups, blend words, the new words and meanings, the origin of family names, the quest for an international language—all of these offer possibilities for essays in linguistics. In literature one may garner the tried and true, like Poe and the detective story, Poe and the tale of pseudoscience, Cooper as a critic of American society, Bret Harte's gamblers,

Whitman's Civil War hospital services, Hawthorne as an author for children, river craft in *Huckleberry Finn*, the Negro in Twain's writings, the versification of Ogden Nash, Thoreau and the factory system, and the like. Perhaps some students will follow through and take advanced courses in language and literature.

A variety of other approaches may be employed to aid the teacher in gathering topics and to encourage the students in making a wise choice. Bernard Jefferson, Marcus Goldman, and Sidney Glenn in *A Progressive Study of Composition* suggest visiting art and natural history museums and turning over atlases and globes to stir up ideas. Looking over a globe, for example, may bring to mind socialized medicine in Great Britain, alcoholism in France, the Italian film industry, and so on. Portions from the better student papers of other years may be read and exhibited and criticized. Doing anything that will stimulate the mental processes is better than lazily awaiting the arrival of a promising subject.

When the final list of mimeographed suggestions for the research theme is distributed, it's a good idea to hold a period or more of informal discussion about their prospects. The person who primes a pump isn't wasting his time. The teacher should talk freely, pointing out the odd and unusual fact and hinting at the chances for illuminating generalizations. The relevance of the apparently remote ought to be stressed: how, for instance, the strict Sabbath of our ancestors survives in Sunday blue laws; how the witch of *Li'l Abner* and the dollies she sticks pins into are laughing matters in the twentieth century but were gallows matters in the seventeenth century. Questions arouse curiosity. Awaken interest in crime and punishment in the past by inquiring into the difference between the stocks and the pillory. Speculate about the efficacy of the ducking stool in silencing the female scold. See if any of the class members know what the *peine forte et dure* was.

Overemphasis on the past can be counterbalanced by conjecture on the forms that transportation, agriculture, art, architecture, and education will take in the twenty-first century.

Seven or eight weeks, a long period in the life of an adolescent, elapse between the time he selects the subject and the time the final paper is turned in. Much methodical work must be done in general background reading, the narrowing of the subject, the getting up of a bibliography, the gathering of notes, the organizing of the material, the writing of the rough draft, and the rewriting and copyreading of the final version. If

the student has been lucky enough to hit upon a congenial subject at the start, much of the battle has been won. As the student learns more about the subject, it is likely to become more and more fascinating. At the beginning the student's interests are often undeveloped and his attitude one of extreme timidity so that there is a great need for the teacher to be readily accessible, patient, understanding, and stimulating. His efforts may not go unrecognized, for not infrequently one hears a mature man say with all sincerity, "My English term paper was one of the most valuable things I did in school."



Schools Must Emphasize Opportunity

Our two boys and I were blackberrying last summer in an unfamiliar part of the woods. We had found few ripe enough to pick and were on our way home. High on an embankment above the path was a single bush with a few ripe berries. Bob and I were walking on; but Sam, full of the energy of his eight years, called, "I'll get them."

We waited impatiently for his return. Then came the call which set us scrambling up too, "There's a million here, but you can't see them till you climb up." I have no idea the volume of a million blackberries. There were sufficient, at any rate, to fill our kettles because Sam was willing to climb the hill even though he could see no more than one bush.

I thought of my recent conversation with the personnel director of a local industry. He said that boys coming to ask about jobs in the plant rarely seemed interested in advancement opportunities. They wanted to know about the wage scale, overtime pay, vacations, coffee break, sick leave, and retirement benefits. My friend seemed to meet few beginning workers who had any interest in climbing up to see what could be gained by hard work. They wanted to begin at the point where older workers were and to stay on a common guaranteed level.

A few years ago the school teachers in my state were elated over the success of their legislative campaign to secure a uniform salary law with specified annual increments until all would reach

mandated maximums. Such action appeared necessary to force local districts to greater effort toward paying a living wage. Some teachers are wondering now, though, about the wisdom of a salary system which guarantees the incompetent and limits the proficient to the same pay scale.

Other kinds of public employees and many union members are kept from climbing the hill by the certain knowledge that any berries they find and pick must be distributed among their fellows who stay on the path below.

The owner of a small plant which manufactured a newly invented tool was looking for a young engineer to help him to expand his plant. In interviewing the graduating classes of several engineering schools, he offered a share in the business to compensate for the relatively low salary he could afford. One by one the boys turned him down because they preferred the higher starting wage and apparent security of a large, established corporation. The man who finally climbed the hill for the few berries has prospered on what did not show from below. The company grew, and his partnership resulted in a valuable position.

For most of our history America has had one principal thing to offer, and that is opportunity. Opportunity to those who were industrious to climb to find the rewards for industry! Opportunity to the oppressed of all lands for an unhindered chance to use their talents and abilities!—JOSEPH E. WALKER, Bradford, Pa.

Are Your Students Worried?

By JOEL B. MONTAGUE, JR.

HIGH-SCHOOL TEACHERS are aware that their students have many things on their minds other than those pertaining to their schoolwork. Sometimes a student appears to be so preoccupied that the accomplishment of his day-to-day assignments is interfered with. What are such students thinking about? What bothers them? Are they worried about their relationships with family and siblings? Are they concerned with problems of status and prestige? Are they worried about their relationships with the opposite sex? Or do they have questions about their self-adequacy?

Adolescence has been described as a period of "stress and strain." Yet most of this age group seem, to the adult, to be easy-going and carefree. Their anxiety, if present, may not be observed by teachers or, if it is recognized, it may be dismissed as unimportant and childish. The adult has difficulty getting into the adolescent's world to the extent that he can determine how many of them have real problems and the nature of such problems.

As a means of getting some insight into these questions, a "worries check list" was included in a questionnaire which was given to a sample of high-school freshman boys in Seattle and Spokane. The combined sample numbered 744. For purposes of analysis, items were put into the following five categories: (1) relations with parents and siblings; (2) conceptions of self-adequacy; (3) material symbols of social status; (4) formal schoolwork; and (5) relations with girls. The response, "worries me a lot," to a questionnaire item was interpreted as evidence of unusual concern, apprehension, or anxiety.

Items dealing with material symbols of social status—such as "wanting to live in a nicer house," "too few nice clothes," and

"not enough money for pleasures"—elicited the greatest amount of concern. The mean per cent of the sample answering "worries me a lot" to items in this area was 62.2. On some items, such as "wanting to live in a nicer house," the response was as high as 70 per cent. It might be expected that most boys would say that they would like to live in a nicer house. In this study, however, they chose the most extreme of the three possible responses (worries me a lot, worries me a little, or does not worry me).

The second highest percentage of responses indicating what seemed to be an unusual amount of worry was in connection with relationships with girls. Over 50 per cent "worried a lot" about these associations. Some of the items to which the sample responded were: "wanting to have a girl friend," "not mixing well with girls," and "thinking too much about girls."

In the area of the boys' relationships with their parents and siblings, there was also evidence of considerable anxiety. Some of the statements in this area were: "mother does not treat me right," "father does not treat me right," "parents do not seem to care for me," and "my brothers and sisters seem to do things better than I can." The mean response of the sample on all items was 46.2 per cent in the "worries me a lot" category. There was evidence of more con-

EDITOR'S NOTE

Matters which are of concern to pupils are important to teachers. The study reported here indicates the kind of worries a sample of 744 high-school youth experience. The author is associate professor of sociology, State College of Washington, Pullman.

cern about relationships with fathers than with mothers. Rivalry between siblings was prevalent, and the fear that their parents might not understand them was shown by approximately one-fourth of the boys.

Some items were included in the worries check list for the purpose of getting an idea of the boys' feelings about their self-adequacy—for example, "lacking self-confidence," "having to take second place to other boys," and "not being popular." The responses to these and other items in this category indicated that 42.0 per cent of the boys "worried a lot" rather than a little or not at all about such matters as self-adequacy.

The responses to the items dealing with the school did not reveal as much concern in that area as had been found in other relationships. The school items had to do with whether or not the students were worried about "studies being too hard," "some teachers not being friendly," "having to recite before the class," and so on. Less than one-third of the sample indicated that they were "worried a lot" about these and similar items.

The sample was broken down into three social-class groups, based upon the prestige of the occupations of the fathers. Comparisons were made among the responses of the three social-class groups. In each category of items there was a tendency, but not a very strong one, for the middle class to be somewhat more worried than were the upper and lower groups. This finding supports other research, which has indicated that the middle class may be somewhat less stable emotionally than are the other two classes. The reasons have been related to child-training

practices and the high expectations of middle-class parents.

To interpret the findings of this study is difficult. Generally speaking, 40 to 50 per cent of the boys indicated that they were worried about the various problems. Arthur Mangus found in a study of younger school children in Miami County, Ohio, that approximately 43 per cent were "maladjusted," and 19 per cent had serious problems. The studies are not comparable, but it may be of some significance that between 40 and 50 per cent of each of these groups had problems involving some degree of anxiety.

Whether this is an expression of more anxiety than is compatible with good emotional adjustment is hard to say. Mangus' study indicated maladjustment. Allison Davis and others have pointed out that much of the anxiety expressed by middle-class children may be in large part "adjustive anxiety"—that is, the amount of worry is in keeping with the real social situations and, in fact, functions as an element in meeting the expectations of family and community. Even though the percentage of the sample responding that they "worried a lot" about these various problems approached 50 per cent, their concern may be in keeping with the institutionalized expectations of our society and therefore not pathological.

These findings may, however, remind adults, and particularly teachers, that adolescents do have worries. In the long run the worries may be just a part of growing up in a highly competitive society, but to the young adolescent they are real and cannot be dismissed lightly.



Rewards of teaching: Teaching is an attractive career for those who are enthusiastic and enjoy working with people and sharing experiences. There can be no higher role than that of the outstanding teacher who has mastered the science of the craft and can be called an artist in the classroom. To these people, teaching gives a sense of direction, a sense of their own value in the world, and a sense of continuing growth. Their lives can be full and satisfying because a job that is meaningful and important is being done.—*WINIFRED CONROY in North Dakota Teacher*

Discipline That Makes *Profit Out of Loss*

By

FRED J. KLUSS

HE STOPPED in the office door and gazed doubtfully around. "Won't you come in?" I said.

"This is the first time I have ever been in the principal's office," Joe explained.

"I can't believe that you were sent in."

"No," he said, "I wasn't exactly sent. But I am in trouble."

I said, "You better sit down and tell me about it, because here is where a lot of trouble ends."

"Well, see," he began, "I wrote a theme in English on what I want to be. She must have thought it was pretty good, because she marked it *A*. Then at the bottom she wrote, 'Come and see me in ten years.'"

"She must be expecting you to make good."

"I don't know now. Under that I wrote, 'In what cemetery are you going to be?'"

"Oh, no, Joe! Not for as nice a person as Miss Weller?"

"Well, I know now. But I rubbed it out right away."

"Oh, all right!"

"No, I guess not. You know, she files our themes until the end of the course. So when I handed mine back, she could still read what I tried to rub out."

"That's getting worse. She must have felt pretty bad about that," I ventured.

"Seems so. Anyway, she sent me word that I need not bother to come to class today; so I came here instead. I thought maybe you knew what I should do."

"It seems to me this is a case where you figure out what to do. It's your funeral."

"Well, I guess I can go and tell her I am sorry. Rubbing it out proved that I didn't mean it."

"Yes," I agreed, "that might do. She may let you back to class, but she would remember only your error, and you would suffer loss in her opinion of you. What we should look for is some way of making a profit out of it."

"Be all right, I guess. But it would be pretty hard to do, maybe."

"Just like the rubbing out was hard to do. You know, Joe, there are some things you never can rub out at all."

Then I asked him to go to the library and borrow a copy of the *Rubaiyat*. I had to spell it out and write it down and teach him Omar Khayyam, before he started off with his slip of paper. When he returned he handed me the volume. I showed him how to locate the beginnings of paragraphs and said to him, "There is one paragraph I want you to find. Begin about the middle of the book and leaf through; look for one that begins, 'The moving finger writes.'"

It did not take him long. "Here it is," he said. I asked him to read it to me.

The Moving Finger writes; and having writ,
Moves on; nor all your Piety nor Wit
Shall lure it back to cancel half a Line,
Nor all your Tears wash out a Word of it.

"There," I interrupted, "that's enough. What do you think of that?"

EDITOR'S NOTE

How can a pupil who loses "face" with his teacher manage to become once again a member-in-good-standing of the group? This anecdote suggests a subtle method of approach. The author is principal of Roosevelt High School, Cedar Rapids, Iowa.

"Geel I guess that's the way it is, maybe."

"I think you can make some profit out of it. When you go to see Miss Weller, if you have those lines memorized and recite them, and tell her you have learned by experience what they mean, I think it may turn loss to profit. Because then she will

not be remembering chiefly your error, but chiefly this extra thing you did."

"All right, I'll try it."

I did not see Joe about this again. The only other information I had was a note next morning from Miss Weller: "Thanks for helping Joe. He is a good boy."

◆

Accentuate the Positive

Stories concerning the activities of juvenile delinquents have become so common today that one almost feels something has been left out of the daily newspaper if there is no report concerning the illegal and regrettable actions of some young hoodlums. In this welter of sensationalism, let us not forget that the vast majority of young Americans are not characterized by the vandalism, gangsterism, and viciousness which are associated with juvenile delinquents. The group of youngsters who dominate the headlines of our newspapers do so not because of their numbers or even their relative importance. They are in the headlines simply because sensational reporting of horror, crime, and bizarre, macabre events is considered effective in selling a newspaper.

We should not overlook juvenile delinquency. It is a very real problem of our times and deserves adequate attention and effort to reduce it to the smallest portion possible. At the same time we must remain aware that rife as juvenile depredations are, they are being produced by a very, very small part of the millions of young people in the U. S.

In our school, a three-year junior high school enrolling more than one thousand pupils, an attempt has been made to deal with the problem of the good, steady, dependable, and often outstanding, youngsters. More than twenty years ago one of our ninth-grade social-studies teachers became interested in this problem. He developed a program of citizenship for our youngsters. In recognition of activities of value to the group, school, home, and community, celluloid awards are presented. If enough satisfactory activities are undertaken during the years in our junior high school, the pupil receives a Silver Letter. These letters are awarded at an

assembly of the entire student body, convened for this special purpose. The programing of the assembly is always handled in such a way as to increase the solemnity of the occasion. The personal example of the social studies instructor, who has handled the program continuously since its inception, the attitude of the faculty to the program, and the activities required for acquisition of a Silver Letter have all combined to produce a highly prized award.

In recent times the United States Junior Chamber of Commerce has undertaken the promotion of a somewhat similar program under the title, "Junior Citizenship Award." Various youth leaders in the community are asked to nominate youths between the ages of ten and seventeen for an Outstanding Junior Citizen Award. The letters of nomination are judged by disinterested youth leaders or community leaders of some type. The real purpose of the program is the publicity given the nominees through all the local means of public information. It is felt that such a parade of good reading will help restore balance to the attitude of the public insofar as the youth of our nation are concerned.

In your local newspapers notice the number of small articles devoted to the young people attending religious conventions, entering and winning essay contests, making the honor rolls of their respective schools, securing competitive scholarships, helping in civic activities, contributing time, money, and effort to various drives. America is a strong nation. America will continue to be a strong nation. The youth of America, the real youth, are just as hale and hearty as ever.—THOMAS KEATING BARRATT, Warren, Pa.

Can We Streamline the Teaching of FOREIGN LANGUAGES?

By
MARY WELD COATES

PROBLEMS in foreign-language teaching have been and are many. With the years a few have disappeared. I think there is little time lost today arguing about the Castilian or Latin American pronunciation of certain letters. There is much less strife than formerly over which language is to be pre-eminent. There remains, however, still a narrow-gauge view of language study. Cleveland—said to have more people of Czech blood than any other city in the world but Prague—offers no Czech. Pupils of Hebrew, Italian, Russian, Greek, Polish, or Slovak extraction must attend church schools if they wish to get any of their ancestral languages. No Asiatic languages are taught in any Ohio colleges.

We still have our perennial problem of the public which, in spite of a flurry of interest now and then, we still find at times apathetic and occasionally even hostile. Clare Boothe Luce spoke in Cleveland on March 23 and discussed the need for properly equipped people in the foreign service. I searched the newspaper columns in vain for any quoted material on the value of knowing something of the language of the country where one is to serve. On March 30 Spencer Irwin, a highly esteemed writer on foreign news for the Cleveland *Plain Dealer*, said, "Don't inflict your French or Italian or German on the people in Europe. English is becoming the universal language."

Our administrators quite naturally lean toward the activities which make for the best public relations in their own immediate communities, or which lend prestige to their schools, rather than encouraging lan-

guages, which it can only be hoped may help in a world situation. I mean that music and athletics have an enviable place in the curriculum.

But in reality our No. 1 problem today is not a skeptical public nor an indifferent administrator but just the plain everyday facts of 1955 living. Who wants to refuse our youth their hours at the TV? When I began to watch *Omnibus* as it showed us the salvaging of the cargo of an ancient Greek ship, my earlier negative viewpoint changed. And I have lived in the West and truly enjoy as much as any teen-ager seeing Dale Evans and Roy Rogers ride. The sense of security which I enjoy in that half hour I never know anywhere else. The outcome is certain and will be as we would have it. Moreover, who would deny our youth the hours spent in seeing *The Robe*, *The Egyptian*, *The Valley of the Kings*, or *A Man Called Peter*?

Mark Schinnerer, superintendent of the Cleveland schools, said in an address that the answer to all the confusion in the lives of young people is a system of priorities. He thinks efficiency alone can't handle the

EDITOR'S NOTE

Enrollment in foreign language study in high schools is not now increasing. Yet there are many students with language facility who could profit by a course in some foreign language. The author, a faculty member of the Lakewood (Ohio) High School, digested this article from her paper read at the Eighth University of Kentucky Foreign Language Conference.

situation, but since modern languages might not have a high place on the priority list, I would fear the result.

Certainly there is no prefabricated panacea for language problems. Language teachers long tried to find one in method. On that score I agree rather with the early Ohio educator who wrote, nearly a hundred years ago: "So long as minds differ, the means by which thought is communicated must also differ. No teacher can with justice to himself adopt precisely the same plan as another, nor can he always pursue any invariable method with like profit."

The panacea offered today is earlier teaching of language. None of us would question the desirability of getting a child's interest early; none would doubt the advantage of having more years for language study; none would deny the child's facility for imitating whatever pronunciation he hears (good or bad). However, merely starting language study earlier in the curriculum will not mean an immediate solution of all our secondary-school problems nor bring world peace overnight.

How can we improve our work in the setup which we have at present in the secondary schools? I see only one answer to our 1955 situation—streamline our language teaching. To streamline is to secure a flow with the least resistance. That is what we want. How can we do in twenty minutes with a confused and fatigued boy that for which we should like an hour and a completely rested subject? There follow two groups of constructive and concrete possibilities—the first requiring the co-operation of others, the second applying only to ourselves in the classroom.

First, let the foreign language teachers of America ask the elementary teachers to make legibility the first goal of penmanship. The November, 1954, National Education Association *Journal* carried a two-page article on teaching handwriting. It concerned method, speed, motives, competition, and styles but the word "legible" did

not appear. An important point in elementary Spanish, for example, is whether the student has written *o* or *a* at the end of an adjective or verb. Whichever you say is right, he will say it was meant to be. Of a *g* which is a *q* he simply replies that is the way he makes his *g*'s. After some years of such debate, I ceased to assume anything without first inquiring, "Is it *lindo* or *linda*?" He has to make a choice.

And for children to distinguish between the present, past, and future is decidedly more important than to be able to distinguish between "will" and "shall." Students who habitually write a present for "He went" will still comment on a wrongly used "should" or "would."

The co-operation of the English department would be invaluable if they would help our American students to recognize idiom in their own tongue. I heard the president of Lake Erie College tell a delightful story of staid Bostonian spinster sisters who, having reached a point on the Californian coast, did not enjoy their sojourn because the ocean was so far away—their own Atlantic, of course, they meant. I see even adult students who seem to think that anything in English is perfectly natural and right. My practice teacher thought "He showed me to a seat" could be translated literally.

Since we cannot take for granted the co-operation we seek from others, the principal thing is: what can we alone do in our classes? I find five points worth considering: the ritual of the assignment, a new kind of segregation, classroom aids, a changing language, heart culture.

Overemphasis on the teacher's role in the assignment is traditional, coming from the days when learning was chiefly a process of memorization. In education we have a way of holding on to a word without giving it a new evaluation in the light of new aims and purposes. Of course we all subscribe to the general idea of making each assignment as clear and interesting as possible, but is it

not an outrage—in a day in which educators agree that making responsible citizens is our first duty—that the student is never to take any responsibility about the assignment! It is all up to the teacher! Pupil A is unprepared, for he was absent and did not hear the assignment. In other things we honor people for initiative and for acting above and beyond the call of duty. But in a language class the student is never to be expected to do anything except just as assigned by the teacher and the teacher is to use the whole period if necessary to go over everything so that the pupils won't really have anything to work out if they do the assignment!

I long ago repudiated that system. "We don't jump from lesson 2 to 24," I said. "You were here when we had 2. We are now on 5. You ask me what you are to make up? You are here to learn Spanish. You know that in each lesson we read a selection, we answer questions, we learn the new points of structure, we translate, and we have a conversation day. If you do the wrong assignment, I'll take the blame; if you do nothing, it is your fault." I am proud to report that regularly nowadays a large number of my students come back, even from absences of two or three days, saying, "Here is my permit and I *am* prepared today." I believe it is far more important to give our students some perspective and an idea of our major purposes than merely a daily hand-to-mouth assignment.

As to assigning briefly, without lengthy explanations, I find that after a student has encountered a difficulty in his study the teacher's explanations mean much more to him than as a preliminary thing for which he does not yet see the need. I believe it is still a goal of education that our young learn to use books. A good many even need instruction in the difference between a vocabulary and an index.

In the matter of segregation according to intelligence, we have a conflict within ourselves. Perhaps the only time I ever really

achieved what I felt to be gratifying was when I had a so-called "fast" class. Selfishly I would always want them. Yet it is undemocratic, not a life situation. We segregate ourselves in life by our abilities plus the use we make of them, or by our own achievement.

I wish we might at the end of the first semester segregate according to achievement in language. Then a student might be in the fast class because God gave him a brilliant mind, or because he had some intelligence plus industry, or because he had less intelligence but consistent effort and good methods of study. This policy is being followed in our English 5 at Lakewood, but in the foreign languages I have to continue through a second semester, carrying along in the same group the ones who after four months can only painfully pronounce a simple three-syllable word and those others who have previously had *A* in two years of Latin or have a special aptitude for learning a foreign language.

Since that is the situation we must have intraclass segregation. I have not in years ever assigned a definite number of sentences to be written. I say, "The minimum is ten. Candidates for *A* and *B* will take fifteen to twenty." In this way one never hears a complaint about the length of the lesson.

As to classroom details which can be eliminated, one concerns the return of papers. I have a desk work-divider. The first pupils to arrive look in the seventh-hour section, or whatever it is, to see if there are any corrected papers for them. They are usually all distributed before the tardy bell rings and can be discussed immediately. Of course this is possible only when the teacher has all his classes in the same room.

The question of the evolution of language—or an ever changing language—can only be suggested here. In cutting down our time—in streamlining—we shall have to eliminate everything but actual essentials. And language does change. When I was a

child, my aunt used to say, "I wanted he should come." Most of us are linguistic purists at heart.

In streamlining we must also reduce these oversized guidebook texts. No one doubts that understanding the culture of another country is one of our aims, but there is a most important kind of understanding that we gain from our own experiences and pass on to our students, which does not require pages of reading matter and dozens of pictures of market places.

There are certain ways in which I believe we should never streamline—things that we should never forego because of lack of time. A native visitor must always have the period, no matter what goes by the board. I usually have a list of questions prepared, based on our previous work, so that he can talk to the class in language they are ready to understand. We had a Nicaraguan girl at our high school, and when I once suggested that she visit the Spanish classes of one of our Cleveland private schools, the teacher declined the offer. In her case it was because she was teaching Spanish while her heart and loyalty belonged to another language, but often I believe teachers are simply too loyal to routine and to the calendar. Again when we have the opportunity to translate a letter for someone, or when a

current event calls for discussion, no assignment is too important to postpone. Interest and the proof of the validity of our work are still of major importance.

I would not streamline by accepting a broken variety of foreign language as sufficient. I think when Spencer Irwin spoke of "inflicting" your French or German, he must have had in mind the products of some of these classes in which nothing matters as long as the foreign language is used exclusively.

These then are some of the suggested short cuts—factors in our streamlining: to ask specifically for help from elementary teachers and from English teachers; to take less time on the ritual of a "proper" assignment; to segregate within the class; to cut down on all time-wasting details, such as the return of papers; to recognize when in the evolution of language it is no longer wise to insist upon a certain idiom or grammatical point; to remember that the culture of a people is expressed in beliefs and codes and is not just to be found in long and numerous reading lessons and scores of pictures of the indigenous population in pre-Columbian dances. Our casual approach can become more purposeful. We must extract from our daily forty minutes every second of potential profit.



First Impressions Are Lasting Impressions

First impressions are lasting impressions. Practice teaching is a very serious business to any teacher-training student just beginning actual school application of all she has learned. The first day, or the first week, is important to any starting-off teacher and he or she will be a little different after the first teaching assignment. The practice teacher will not be exactly the same person he or she was the day before. Thus, a critic teacher must be ready to relieve tensions and be sure the first few days result in happy, relaxed impressions for the practice teacher. A critic teacher must be sure the

practice teacher rapidly gains confidence in ability to teach and guide children.

Most educators agree little is gained by another approach wherein a practice teacher is suddenly confronted by a difficult teaching experience designed to try out stability and resources. Yes, first impressions are lasting impressions. Undoubtedly, some prospectively good teachers have been unalterably conditioned to reject teaching as a career by a traumatic experience or two in the first few days of practice teaching.—ELDEN A. BOND in *Teaching Progress*.

Advertising the Town

*How a New England town benefited from
an eighth-grade school-newspaper project*

By MIRIAM S. COOMBS

IF YOU have ever been the adviser for a school newspaper, you have probably experienced the midyear doldrums. The time has come to plan the current issue, and suddenly the bright new format you helped to create in September seems dull and uninteresting. Knowing that you need to exude enthusiasm in order to inspire your youthful writers, you search wildly for a new idea. This state of listlessness overtook me, and the new idea, in my case, came from remarks made by the Governor of our state.

Our Governor is anxious to attract more tourists to Connecticut and since our town is picturesque, with many tourist attractions, it suddenly occurred to me that we could change our customary pattern of editorial, literary, news, sports, and humor pages for this issue and write instead a tourist booklet advertising our town. Before suggesting such a revolutionary idea to the newspaper staff, I discussed it with my supervisor, who is an ardent local historian, and with the art supervisor, who is also very much interested in the community, as it is her home town. Ideas began to bubble forth from this duo, and they were a great help in providing reference material.

As you can guess, when confronted by this burst of enthusiasm the youngsters didn't have a chance to demur. In characteristic fashion, however, they took the reins, and our ten-page paper became a thirty-page booklet, despite agonized administrative groans about what such a production would inevitably do to our supply of paper.

As the staff began to plan, it became evident that we would need the help of everyone in the class if the project were to be successfully completed in the three weeks which remained before the paper was due to "hit the stands." Accordingly we used our English periods for the discussion and organization of the material to be covered. We decided to include a brief description of the town, its historical background, and directions for finding it; descriptions of historic buildings and sites; a discussion of recreational opportunities, eating and lodging facilities; a description of our souvenir and antique shops; and a list of local residents who—like Leroy Anderson, for example—have become well known throughout the country. We decided to preface all this with an open letter to Governor Ribicoff, explaining our purpose.

Groups were organized to cover these topics. Each group tried to look up its own material, using the material we had in the classroom as a last resort. People in the community were consulted and proved very helpful. Several groups decided to visit the places they were describing. Most of this visiting was done after school by the mem-

EDITOR'S NOTE

This article illustrates a school newspaper project that apparently really clicked, so much so that we shall probably all want to visit Woodbury as soon as we can. Mrs. Coombs is on the staff of the Junior-Senior High School at Woodbury, Conn.

bers of the group involved, but two groups, one accompanied by our former First Selectman and another by an enthusiastic member of the board of education, visited an historic building and made a tour of antique shops during the school day.

Our art periods were used for planning and drawing illustrations and cutting them on stencils. The latter proved to be our greatest problem. At this crucial point our mimeoscope, which makes stencil cutting easier, failed to function and we resorted to makeshifts—the classroom windows proving to be the most satisfactory. We did find three boys who had infinite patience and the right stylus touch. They stationed themselves at the windows and cut the drawings as fast as they were finished.

A new experience for us was making the dummy. As our material was typed and the illustrations were drawn, we tried to place them on a blank page, in a variety of ways so that there would not be too much sameness in arrangement as one looked through the booklet.

Once the dummy was prepared, our responsibility ended for the moment. Our school secretary did the final typing on the stencils and our principal did the mimeographing during "vacation."

The piles of finished pages were then placed on desks in order and we organized a collating march. The only difficulty we experienced was in being quite sure that we didn't leave out any page in any copy. A slight feeling of dizziness was a common complaint as the last of the two hundred copies was placed on the pile. After they had been punched and fastened together, we were ready to distribute them, but we wanted to be sure that the Governor received his copy first. Since our state legislature was in session, we decided to ask one of our Representatives to take the Governor's copy to him. The Representative had a much more exciting idea. He offered to try to make an appointment with the Governor, so that two of our editors could pre-

sent a copy to him in person. He did just that and not only was the Governor gracious enough to receive them but he also posed with them for a photograph, which appeared on the front page of our paper the next morning, startling us all.

We had decided to make this a free issue by financing it from the proceeds of previous issues. Class members, board of education members, teachers, and members of the community who had helped us were given priority. We then tried to give copies to the persons whose business establishments we had mentioned. Our supply of papers just melted away and within a week we were in the midst of a second printing. These copies we sold, because our funds had been exhausted.

We have interesting reports of the way in which our paper has been used. Our fifth-grade teacher has used it as a text in the study of local history. Cub and Girl Scout leaders have taken groups of children on outings to visit some of the places we described. Newer residents in town have used it for the same purpose. The proprietor of our one hotel bought copies for guests who often ask him about what there is to see in town. Our local historical society has copies on file, and the United Nations Organization asked for several copies, with the idea of using some of the information in their tourist booklets. (The father of one of the girls in our class is an interpreter at the U.N.) Copies have been sent to servicemen, grandmothers, and former residents.

My chief reason for recommending this idea is the gratifying reaction of the community to it and to the boys and girls. Our community, like most I suspect, is quick to criticize the youngsters when they make mistakes and is usually rather disinterested in their accomplishments. However, the class as a whole, and many individual members, have received notes of appreciation from teachers, from board members, from proprietors of local businesses mentioned in the paper, and from relatives. At one

point our superintendent was even concerned about the possibility of swelled heads, but the reaction of the students was quite normal. They basked in the glory just briefly and then turned their attention to other interesting activities. However, I'm sure all of them learned a great deal about their town and were genuinely pleased to receive the many sincere words of praise.

My youngsters would never forgive me if I did not, in closing, invite you to come to

Woodbury, and so I shall, in the words of their booklet: "A good place to visit, when touring, or on a vacation, is Woodbury. Because it is located in a most scenic section of colorful New England, it is a good spot for photography and painting. It has a mixture of the colonial and the modern in living; and streets, stores, rivers, brooks, fields and forests are all combined in the beautiful, many-sided town of Woodbury, Connecticut."



Is This the "Composite Teacher" in the Mind of the Man in the Street?

In an on-the-street interview of 2500 people in Mississippi, members of a graduate class at Mississippi Southern asked those interviewed to describe an average teacher in their schools. The word "teacher" to the people interviewed brought out a composite something like this:

The teacher is a woman of middle age.

The teacher is a quiet individual who takes little if any part in community activities.

The teacher is of a religious nature and attends Sunday School and Church regularly.

Teachers have too little training to do an effective job of teaching.

The teacher is neatly dressed, but seems to have few changes of attire, due no doubt to the small salaries they receive.

In appearance the teacher has grey hair, wears glasses, and is about forty-five years of age, and is beginning to take on weight.

Teachers are fussy, small in their attitudes toward life outside the school.

The teacher is so underpaid that she is foolish not to have taken other work where she can earn more money.

Men teachers were queer and timid, and a "real" man does not go into teaching.

Not a very flattering picture this to encourage young people to enter the profession of teaching—nothing to indicate the pride that should be present as a molder of children and youth and preserver of the American tradition of free schools which made us the powerful nation we are today. Yet, except for enlightened public-spirited citizens groups, such as the Parent-Teacher Association, this distorted picture of the average public school teacher is too frequently the general notion of what a teacher is like.

It is against this distorted background that the man on the street in Mississippi thinks of the local school program and the people who staff their schools.

Basic, then, is the need for all public relations programs in the state to wipe out the stereotypes of the teacher that have been formed in the past by our citizens. If we cannot change the concepts that school patrons have of our teachers all public relations programs will fail.—DR. CHARLES EKEMA in *Mississippi Educational Advance*.



Tricks of the Trade



Edited by TED GORDON

HISTORY COMICS—In order to have pupils better understand the process of how a bill becomes a law, I have them draw a comic strip showing each step. Pupils who have little talent in drawing use stick figures to depict the persons involved. They all enjoy doing this and certainly remember each step better.—*Bessie Honeywell, F. D. Roosevelt High School, Hyde Park, N.Y.*

PIPESTEM SIGNS—Use pipestems, plain or colored, to spell out letters for signs. Use pipestems also for stick figures on displays.

PASTE JOB—When you've got a big pasting job to do, put the paste in a shallow cake pan and use a paint roller of suitable width.

ALGEBRA AID—Do we merely say to our pupils, "Learn this!" and "Memorize that!"? Why not give them an assist, challenge them, or make a game out of learning. I enjoy, for example, when my elementary algebra students come to the quadratic formula, not at first developing the formula but writing it on the board, just below shoulder height. Then I say: "I'm going to leave this formula in front of you for about two minutes while you learn it. Then I'll step in front of it, and at least 25 per cent of the class will be able to recite it. Now



EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE.

let's say it together a few times." And it works! By the time they have heard others say it, some 50 per cent of the class will be able to say it—temporarily. It will, of course, then need further study.—*Andrew F. Crafts, Scarsdale, N.Y., High School.*

FILE STUDENT PAPERS—One oaktag folder will last for years and cardboard boxes will do for filing cases if your regular filing cabinets are crowded. It's amazing what a good perspective both teacher and student can get by looking over work for a report period or for a semester. Insist, of course, that all papers must be corrected before they are filed. Such a file helps, too, if there is any question about whether a paper was handed in or not.—*Dorothy Cathell, Abington, Pa., Senior High School.*

BRIGHT BULLETIN BOARD—Use cellophane envelopes or pockets to enclose materials which you wish to display on the bulletin board. It makes an attractive board and prevents unsightly dog-eared corners, made from thumbtacks, on the materials displayed.—*Ophelia K. Henderson, Fort Scott, Kan., Junior College and High School.*

SPEAK THE SPEECH—If you're anticipating being called upon by the P.T.A., service clubs, educational groups, and so on for various talks, "prepare" them in advance by laying away in folders materials or booklets of research, newspaper articles, college papers, according to appropriate topics. I now have 35 of these folders, which cover most of the major areas in my field. This saves a lot of time preparing lecture notes, visiting the library, calling on authorities, and often enables me to give a talk with no preparation whatsoever.—*Andrew D. Roberts, Department of Guidance, San Diego, Calif., City Schools.*

FACULTY MEETINGS— *Dead or Alive?*

By MARGARET E. MANN

DO YOUR teachers eagerly await the arrival of faculty-meeting days? Do they rush the last of their students out of classrooms, grab their wraps, and hasten to the meeting place? Do they bubble over with anticipation for the programs that have been planned for them? If your meetings are like the average, chances are that they do not.

Unfortunately, faculty meetings seem to come at the wrong time in the teacher's busy day—either before school, when her thoughts are on the scores of odds and ends that she must accomplish; or at the end of the day, when she is mentally and physically fatigued from having completed those tasks. Furthermore, many faculty meeting programs are prosaic and traditional. Even when designed to be "inspiring," they come at a time when the teacher is neither in the mood nor has the energy to be inspired.

With overloaded class schedules, with overpopulated classrooms, and with juvenile attitudes what they are, a teacher should be protected from all unnecessary procedures and time consumers that do not have intrinsic value. It is difficult enough for the teacher to compete with this modern world of television, movies, athletic programs, youth centers, and other attractions to the adolescents without being burdened with routine matters inherited from past generations.

But aren't faculty meetings of value? Shouldn't they be made a part of teacher activities? We hasten to endorse them—provided they are of genuine value to the faculty and to the school management. Most school plants cost the taxpayers millions of dollars to construct and a large percentage of that amount to maintain and

operate annually. Too, the product that is molded in that "plant" must be turned out as nearly perfect as its native materials will permit. It must not only compete with the products of other "plants" but it must be able to carry on and improve our most valuable asset—our democratic way of life. Hence it is imperative that schools should be run efficiently. Whoever heard of a business being conducted without directors' meetings and staff conferences? Why, then, should a principal of any school consider operating this expensive and valuable industry without faculty consultations?

Ours is a school with a population of over two thousand students and more than seventy teachers. Our buildings and equipment cost several million dollars and the annual maintenance costs are comparatively high. While many teachers lament the time faculty meetings take, we believe that without exception all would be willing and eager to give that extra time provided the meetings were practical and would help to make the operation of the school more effective.

Our former faculty meeting program has been traditional, with book reviews, lectures, panel discussions, an occasional community field trip, and statistical reports. Recently we concluded that we should try something different for the present school year. We have selected five areas that seem to have the most pressing need for changes. These problems will be treated as if they were problems in a large business and our faculty meetings will become staff meetings. Committees have been appointed to investigate the weaknesses in each of these five areas and to undertake research on how the

problems are treated in other school systems. After arriving at conclusions and drawing up a proposed plan for changes, a committee will report that plan to the faculty and provide for the staff discussion about it. Later the committee will prepare a final report, incorporating the approved suggestions gleaned from the general discussion. It also will suggest a method for the adoption and motivation of the plan and will file the report with the proper school administrators.

We are introducing this change slowly and hope that the present year will serve as a bridge between the traditional and the modern ways of conducting faculty meetings.

Our program for the current school year is as follows: *September*, Organizing for action; *October*, Getting acquainted (picnic); *November*, Modernizing our student government; *January*, Streamlining our records and reports; *February*, Planning for individual differences; *March*, Revamping our scholastic and honor awards; *April*, Exploring our community (field trip); and

EDITOR'S NOTE

Faculty meetings are always with us. As one teacher remarked: "It's not a question of having good faculty meetings; that's impossible. It's a question of having one less boring." Mrs. Mann does not support this extreme viewpoint. She is a social studies teacher at Benjamin Bosse High School, Evansville, Ind.

May, Equalizing our extra-duty assignments.

While we realize that this is a new type of program and that it will require changes both in our philosophy and in our procedure, we hope that some progress will be made in making faculty meetings more practical. We know that there still will be teachers who will say with a pained expression, "Oh! faculty meeting day"; but we hope that they will be fewer in number and that there might be a few who will change to, "Hurrah! Faculty meeting and we get to express our opinions."

Time Lag Between Report Cards

The time period between report cards seems to present a problem in many schools. There is always an upsurge of effort the week before report cards are due and the week following the issuance of them. The intervening weeks are when the lag occurs.

With this in mind our committee on report cards has devised a system that seems to revive interest on the part of the pupil and the parents. We have had cards printed that are addressed to the parents and that report either unsatisfactory or excellent work done by the students. (We do not interpret "unsatisfactory" to mean failing work necessarily; it is work below that which should be accomplished by the particular student.) The card also contains space for remarks by the teacher. A return card addressed to the principal is attached, on which the parents can indicate any action to be taken by them. There is also a detachable section retained by the principal

and placed in the student's permanent record file, which duplicates the information sent to the parents. Each teacher has a supply of the cards and may send them out at any time.

So far the response has been excellent. Most parents use the return cards with adequate remarks. Some arrange for interviews with the teacher. Some remark that the student will be required to make additional efforts. Even the cards sent home indicating excellent work bring responses of pleasure from the parents. The return card is noted by the principal and then turned over to the teacher.

We feel that this system gives us a contact that we did not previously have with the parents. It leads to more teacher-parent interviews and gives a chance to offer a pat on the back just when interest could taper off.—EDWARD J. HULIHAN, Narrowsburg, N.Y.

Mass reproductions of cultural objects enable everyone to be a

PATRON OF THE ARTS

By PATRICK D. HAZARD

THE PUBLIC SCHOOL has been severely criticized for not challenging the superior student. And I suppose every teacher has felt at one time or another that he has done too little for the student of exceptional ability. New developments in the mass reproduction of literature, music, and art make it now possible to challenge the sharpest student. The cost of these products has come so low that even purse poor high-school students can afford to patronize them, especially in almost unbelievable introductory offers. The list of inexpensive, high-quality reproductions that follows is designed to show the teacher where to find catalogues and examples that will stimulate the curiosity of the outstanding child; for the solution to this problem lies in the unquenchable enthusiasm that the superior student displays, once his sympathies are engaged.

I. LITERATURE

A. Pocketbook anthologies.

1. *New World Writing* (Mentor) and *Discovery* (Pocket), the amazingly successful semiannuals.

2. Rolfe Humphries, ed., *New Poems by American Poets* (Ballantine).

B. Serious nonfiction (not on newsstands).

1. Anchor, Harvest, Image, Vintage, and Meridian books.

C. *Good Reading* (Mentor, Nov. '54, 50 cents). Student key to a lifetime of significant reading.

D. "Paperbound Books in Print" (New York: R. R. Bowker Company, \$1.00, three times a year). Indispensable aid for teachers.

E. Book clubs.

1. Book Find Club, 215 Fourth Avenue, New York City.

2. American History Publication Society, Inc., 11 East 36th Street, New York City.
3. History Book Club, 251 Fourth Avenue, New York City.
4. Readers' Subscription, 35 West 53d Street, New York City.
5. Teen Age Book Club, 33 West 42d Street, New York City.
6. Peoples Book Club, Sears Roebuck and Company, P.O. Box 6570A, Chicago.
7. Book-of-the-Month Club, 345 Hudson Street, New York City.

F. Standard reprints.

1. Modern Library, 457 Madison Avenue, New York City.
2. Harper Modern Classics, 49 East 33d Street, New York City.
3. Regnery Reprints, 20 West Jackson Boulevard, Chicago.
4. Rinehart College Editions, 232 Madison Avenue, New York City.

G. Book bargains.

1. Marlboro Books, 222 Fourth Avenue, New York City. Get on their mailing list for frequent brochures.

II. MUSIC

A. Bargain labels.

1. Plymouth: Plymouth Record Corporation, 551 Fifth Avenue, New York City. 99 cents for 12" LP's.
2. Royale: Record Corporation of America, Union City, N.J. \$1.89 for 12" LP's.
3. Allegro: Same as above. \$2.95 for 12" LP's.
4. Varsity: Same as above. 69 cents for 10" LP's.
5. Remington: Penthouse, 551 Fifth Avenue, New York City. \$2.99 for 12" LP's.

B. Major companies' inexpensive labels.

1. Camden: Radio Corporation of America (RCA Victor). \$1.89 for 12" LP's.

- 2. Cameo Concerts: Same as above. \$2.99 for 10" LP's.
- 3. Bluebird Series: Same as above. \$2.98 for 12" LP's.
- 4. Decca, 4000-"Gold Label": \$2.50 for 10" LP's.
- 5. Columbia, Entré Series: \$2.98 for 12" LP's.
- 6. Schwann Long Playing Record Catalog. Available free at record shops everywhere. This is a complete listing of all available LP's, 33 1/3 r.p.m. microgroove.
- C. Record clubs.

 - 1. Music Appreciation Records, Book-of-the-Month Club, 345 Hudson Street, New York City. \$3.00 for 12" LP's. One side is performance; opposite is how-to-listen analysis. Special educators' set now being offered. Best bet for use in classroom.
 - 2. Classic Record Club, 157 Varick Street, New York City. \$2.00 for 10" LP's. Monthly choice of classic or semiclassical.
 - 3. Musical Masterworks Society, 250 West 57th Street, New York City. \$1.75 for 10" LP's, high fidelity. Nationally advertised. Highly recommended performances.
 - 4. The Opera Society, 43 Columbus Avenue, New York City. \$4.00 for sets of two 10" LP's of standard operas.
 - 5. The Jazztone Society, 43 West 61st Street, New York City. \$3.00 for 12" LP's of best creative jazz from New Orleans to Brubeck. Monthly choice.

- D. Books on music.

 - 1. Howard Taubman, *How to Build a Record Library* (Hanover House, \$1.50).
 - 2. Aaron Copland, *What to Listen for in Music* (Mentor, 35 cents).

- E. Miscellaneous.

 - 1. "I Like Jazz," Columbia Record JZ1. 98 cents for 12" LP, high-fidelity introduction to America's unique cultural contribution.

III. ART

- A. Art Treasures of the World. Portfolios of 16 color reproductions, each mounted on 11" by 15" matting paper, ready for framing. Each painting analyzed; art appreciation course included. Outstanding introductory offer: two portfolios for \$1.00. Regular price, \$3.00. Selection by returnable card each month. 100 Sixth Avenue, New York City.

B. Metropolitan Miniatures, care of the Book-of-the-Month Club, 345 Hudson Street, New York City. Albums containing small reproductions and explanatory text. Attractive file for each six folders. \$2.70 for two, every other month. No selection.

C. The Pocket Library of Great Art. 20 color plates, 6 of which double or even treble pocket-book page size; 20 supplementary illustrations in black and white; commentary by authorities. 50 cents each. Pocket Books, 650 Fifth Avenue, New York City. 12 titles in first production.

D. Prints. Reproductions of paintings available in various sizes at varying prices. Lists of books and prints available from Marboro Books, 222 Fourth Avenue, New York City. Sales advertised in book review media.

E. Associated American Artists Galleries, 711 Fifth Avenue, New York City. Attempt to find market for serious artists. Inexpensive gifts of excellent quality. Mailing list, free catalogues.

F. Museum Pieces, 114 East 32d Street, New York City. Authentic reproductions of museum sculpture at low prices.

Here is some idea of the wealth of material that could be challenging your students of superior ability. The method of presenting these reproductions of great literature, art, and music will vary with individual circumstances. The writer has found most success by not forcing the issue at all. Playing typical labels during Friday's extensive reading, passing out examples of the paintings, purchasing outstanding pocket-book titles for classroom browsing—these are possible techniques for developing a taste for serious culture. In spite of—or perhaps because of—the casualness of the methods of presentation, the student reaction has been promising.

This mass reproduction of cultural objects is a new thing under the sun. We ought to encourage these developments. Even the poorly paid teachers can now afford the things of the spirit!*

* For a more complete discussion, see Mr. Hazard's article, "Technological Change and the Humanities Curriculum" in *College English* for April, 1955.

Another Slant on the VALUE OF HOMEWORK

By
VICTOR R. CAIN

NO DOUBT the first voice to question the value of homework belonged to the laziest member of the first class to experience an outside assignment. The squealing and whining of this loud-voiced minority proved contagious, and the disease of mental inertia spread apace. Reflect a bit. Contrast the days of the little red schoolhouse, with one or two teachers for six to eight grades and plenty of homework to keep the youngsters busy in a healthy program of progress, with today's attitude of "Let them be free [and—happy?—miserable?]." Who ever heard of more than a rare case of juvenile delinquency when hard intellectual exercise, daily chores, and sound discipline were the order of the day? There was still ample time for the old swimmin' hole, baseball, skating, or just playing games.

The proverbial pat on the back, hard enough, low enough, and often enough has had its day, perhaps unfortunately, and the fruits of the change are seen in the daily press.

Teen-agers both individually and in groups mock constituted authority, force the quality and quantity of education to be diluted by refusing to do what is best for themselves, i.e., refusing to be wholesomely occupied outside of the actual classroom day. They hang around street corners dreaming up thrills which soon materialize into "borrowing" cars or beating up some hapless individual whose worst offense is having been dubbed a "square."

In the Nov. 1954 issue of **THE CLEARING HOUSE**, Dr. Charles A. Tonsor had a splendid article, entitled, "A 'Democratic' Fallacy Is Wrecking Us." A brief paragraph therefrom is pertinent: "Science classes are

dwindling, mathematics classes are dwindling, language courses are dwindling. Nobody wants to do hard, intellectual labor. Yet if somebody doesn't we'll all have to learn to speak Russian."

The elimination or even watering down of homework is conducive to a flabbier attitude toward intellectual effort. The brain, like any other muscle, needs exercise to grow and become efficient. The tennis player, the golfer, the swimmer must exercise to be skillful. The reader must practice to develop real skill. The typist improves with independent practice, and the satisfaction of accomplishment stems from growth through exercise. Let's not dilute something which for generations has contributed to the sound growth of a great nation. Let's not de-emphasize homework, but rather let's re-evaluate and redesign such assignments to accomplish a goal of mental exercise and enrichment for the individual.

Let's start leveling off the work upwards by reviving some of the requirements for promotion and growth other than chronological age and reasonable attendance. Let's start with homework projects for enrichment on the lower grade levels and give the children something to occupy their minds constructively. Certainly there will be the few who will consistently avoid the opportunity, but the effect on the majority will be good.

At least, we will have offered an opportunity for each child to assume some small responsibility between the close of school and the following morning rather than leaving him at a loose end through those long hours.

Teach and practice the basic skills within the classroom hours under the direction of trained teachers and confine the so-called homework to pleasure reading and project enrichment. Eliminate the necessity for parents to do more than encourage each child to assume the responsibility for completing an assigned task at a given time. For the past three years we have endeavored to follow this plan with considerable success. Our children are happy. Parents are seldom, if ever, involved with "teaching," and the results are most gratifying. Let me add that arithmetic *per se* is one of the subjects confined to the classroom except when special drill is needed to supplement prolonged absence.

It has been my personal experience both as a teacher and as an administrator that the complications arising from homework stem from a few easily corrected errors. First, assignments may have been set before a requisite skill had been generally mastered. Second, too little consideration may have been given to the interest factor of an assignment. Third, the time element might have been based upon a random guess as to the time required by the less capable child. And fourth, all source mate-

EDITOR'S NOTE

Not everyone may agree with the author's point of view that "nobody wants to do hard intellectual labor." But the article appeals to us as a stimulating one. The writer is headmaster of Hannah More Academy and Richleigh Primary School in Maryland.

rial may not have been made available to the child. There can be no assumption that the home will have the required source material even when only a daily newspaper may be involved.

By starting with minute projects on the lower levels, increasing with the higher grades, our schools may be able to stimulate a larger number of youngsters to acquire the "itch to know" and to rescue potentially good minds which need only direction and challenge to add them to the first group. By so doing we shall be filling places in the dwindling ranks of an aristocracy of brains with character, the ranks which may well be the bulwark of our salvation in the ever increasing pace of scientific progress of the atomic age.



World Problems Are People's Problems

Education for international understanding is not something apart. If education is good, it is international education, or intercultural education, or citizenship education, or democratic education, or education for the atomic age. Education for effective living in our twentieth century is all of a piece—with different emphases to be sure, but all of these bound together by their focus on helping people to meet the problems of their world, to fulfill their contemporary needs more adequately.

When education helps us to live better with people—to understand people, to accept them, to work constructively with them; to respect people as individuals and as groups, in the classroom, in the neighborhood, in the wider community; to be concerned about them because they are people,

whatever their background, wherever they live—then this education is international education. When it helps us to view our problems intelligently in a wider and wider context; to see problems today as potential means by which we can achieve a world rich in personal and cultural satisfactions; when it helps us to plan, not only in terms of our wants and desires, but in terms as well of the wants and desires of all who would be affected by the plans; when it enables us to participate constructively in group planning and action; then this education is international. International education, both as means and as end, is a way of thinking about people, a way of relating to people.
—ROBERT W. EDGAR and LORENE K. FOX in *Educational Leadership*.

I TEACH JUST SPEECH

By CAROL E. PRENTISS

"OH, YOU'RE the speech teacher at Stearns High School? What else do you teach—English? You mean you teach *just speech*?" And so it has been whenever I have been introduced to someone who was not acquainted with speech as a special classroom subject. First, there is a confused look—perhaps even a smug smile, with the hidden interpretation, "What an easy job"—followed by a barrage of questions.

Yes, I teach *just speech*. . . .

We all recognize the importance of clear thinking, but aren't we defeating our own purpose if we emphasize thinking and ignore the importance of communicating those thoughts effectively to others? Your answer to this question may be, "Our English teacher can take care of that matter very easily through the use of oral reporting."

The truth is that neither the English teacher nor the history teacher nor the science teacher *can* take care of this matter because (1) he does not have the time to give it adequate attention and (2) he has not been trained for that purpose.

How many of us remember studying with professors who emphasized repeatedly the importance of classroom discussion and

then proceeded to spend most of the time lecturing? How many of us have told a student to watch the class as he recites orally, yet during this explanation we ourselves are looking out of the window or at the ceiling? How many of us who are unable to practice what we preach expect satisfactory results from our students and become discouraged or disgruntled if we do not get them?

The student who is required to give two oral reports in a nine-month period or who participates in an occasional panel discussion of world affairs is *not* receiving adequate speech training.

The results of a survey made last spring by a Bates College senior, under the auspices of the Maine Speech Association, are well worth our attention: "Somewhere between 10 and 15 per cent of the time of the classes in English is devoted to oral work . . . there has been an actual decline in the amount of speech in either English or speech classes since 1941." Out of 188 teachers in the state of Maine who coach plays and speech activities, only four teach speech alone. Students graduating from college now with majors in speech are recognizing that they must be expected to teach English and perhaps have charge of extracurricular speech activities. Certainly these facts show us that our students are not being adequately trained to communicate effectively.

The program that we use at Stearns High School seems to us to be an effective one. Each student, with the exception of the vocational shop boys, is required to take six weeks of speech as part of his English course each year that he is in high school. A different course is offered each year: freshmen—public speaking; sophomores—group discussion and parliamentary procedure; juniors—interpretative reading; and seniors

EDITOR'S NOTE

There seems to be no doubt that people speak oftener than they write. For that reason we have frequently wondered why many English courses stress correctness in writing more than correctness in speaking. Of course, when something is written down, it can be read; when it is spoken, it moves quickly. Maybe that's why policemen find it easier to tag cars for parking than for speeding. Miss Prentiss is director of speech and drama at Stearns High School, Millinocket, Me.

-voice and diction. Thus, they receive individual attention, discover the importance of speech, learn its mechanics, improve their weaknesses, and enhance their strong points.

Naturally it is difficult to measure the results of a course; yet we know (1) that students who once dreaded the thought of speaking in an assembly now volunteer for the activity; (2) that students who were shy and unresponsive in junior high school are now able to present their ideas adequately to their peers; (3) that students sometimes ask the principal if there is a possibility of taking more than the required speech training; (4) that a vocational shop boy asks to have his English class changed so that he

may take speech courses required of the other classes; and (5) that nine out of fifteen vocational shop boys volunteered for the speech course offered them their senior year.

We are convinced that speech as a classroom subject has earned its right to be represented in our curriculum. One of our students has expressed it in this manner: "We at Stearns are proud of our speech program, but we are not satisfied to let it stay on the same level year after year; we are constantly seeking to find ways to improve and expand it. We believe that speech is an important factor in growing up in this world. It gives a person the self-confidence and poise that are needed in order to participate in civic activities."

Just What Is an Audio-Visual Director?

Since the position of audio-visual director is of comparatively recent vintage, there is little in the way of definitely established bases for selection or duties and services of the office. . . .

Some of the scattered bits of agreement as to services include the buying, cataloging, and storing of audio-visual equipment and materials. The latest point to be generally agreed upon is that the director of audio-visual instruction should also be technically qualified to assume responsibility for minor repairs of materials and equipment. . . .

The consideration basic to what an audio-visual director is lies in the philosophy behind the audio-visual program. Is the audio-visual director fighting with the administration for every item? Does the administration support the audio-visual program wholeheartedly? Does the audio-visual director believe in audio-visual education?

These questions come to grips with some of the essential elements of an audio-visual program. If the audio-visual director is there only as a figurehead, as seems to be the case in some instances, then there is little hope. He must try to push his

program. The director must believe in audio-visual education, and, through continuous and diplomatic means, must develop his activity. Otherwise there is little hope for the development of such a program.

The writer of this article has seen audio-visual procedures start with little or nothing and blossom slowly into flourishing programs. The audio-visual director must realize that the audio-visual program is a thing of gradual growth, and not a thing which will spring up overnight. . . .

The audio-visual director must take off his coat, roll up his sleeves, and get his hands dirty. He must follow the old dictum, "If you want something done right, do it yourself." In a beginning program this statement is of the utmost importance.

The audio-visual director should be an "athlete." I am not facetious when I say this. Going to conferences, giving talks to teachers and PTA groups, checking on your own school program, and teaching in-service courses require that he be in good physical condition.—DAVID M. SILVERSTONE in *Audio-Visual Guide*.

Remedial Reading for the DISTURBED CHILD

By
PEARL BERKOWITZ AND ESTHER ROTHMAN

THE DISTURBED CHILD is one who handles his own life situations in a manner which is painful to him personally and through means which are frequently socially unacceptable. Whatever the outward manifestation of the maladjustment, the most obvious result is a history of school failure, even when intellectually the child is adequate and should have succeeded. Poor social adjustment and rejection by both family and community, of which the school is a part, add to the child's inadequate functioning. Emotional maladjustment can cause academic retardation, and academic retardation can contribute considerably to a child's emotional problems. When one considers that children spend the major portion of their waking day in school, the interrelationship between these two is apparent.

Regardless of the various types of children described as problems, the majority suffer from some degree of retardation in reading. The importance of a reading disability cannot be underestimated, for a reading disability is a disability in almost every area of learning. The child who has a reading disability is usually below grade level in spelling, writing, social studies, and so on. Thus, a reading disability can cause complete failure in school, and surely the child who is failing in all academic areas must suffer emotionally.

The overwhelming importance of reading failure and its relationship to other areas prompted a serious search for some types of new methodology in the teaching of remedial reading. What method could be devised to assure even a small measure

of success in teaching a child to read who in spite of years of schooling has failed to learn to read? Frequently the child has become so discouraged with his lack of progress that to get him even to admit that he cannot read may be a major achievement. Once he has become willing to confide this fact to the teacher, then perhaps remedial reading can begin. The methods with which remediation was attempted, while they were tried with all children, were aimed particularly at the seriously disturbed child. The materials selected differed radically from those with which the child had consistently failed in the schools. The following description indicates, in general terms, the remedial techniques which were used with severely disturbed children who were reading retardates and who received reading instruction in a New York City public school located in the psychiatric hospital where they were patients for observation.

Disturbed children have great difficulty, when using ordinary textbooks, in centering their thought processes on realistic situations. They have developed a kind of phantasy world for themselves, and the implications of this phantasy are so pervasive that even when their thoughts seem to be based on reality, they become imbued with a bizarre quality. Frequently, their thought processes emphasize supernatural themes, and their art productions show gross distortions of realistic thinking.

Since these children apparently could not be approached through the use of commercial reading materials, it was felt that reading for them might be meaning-

ful if they were permitted some distortion of reality as we know it and could imbue this reality with their own phantasies. Since phantasy is the basis for much of the child's experiential background, it is upon this background that his reading was based.

These reading materials, which have been called "phantasy booklets," permitted the child to express his phantasy in a socially acceptable way and utilized the art work in which he participated freely and with which he had previously achieved many satisfactions. The child was encouraged to articulate his phantasy in drawings, verbalize his accompanying ideation to the teacher, who typed or printed the story right on the drawings, and then attempt to read this material, which was actually of his own creation. Reading thus became a most satisfying activity, providing the child with the opportunity to express his own interests and to have these interests accepted by the teacher. For example, the following sentences were dictated by a ten-year-old child, one for each page of a four-page booklet in which he had drawn pictorial representations of the story he was planning to learn to read:

- (1) This is superman who will scare away the wolves from the house.
- (2) Superman is shooting electricity and lightning into the water.
- (3) He saved the whales and the fish by killing the lions and the German submarine.
- (4) Superman is a good guy and so is Dracula, Frankenstein, and bloodsuckers. They are all good to me. The end.

When the teacher accepts any and all such story material, regardless of its unreality, as if it were common experience, the child, perhaps for the first time in his life, can feel that he is an accepted part of a learning group, and is encouraged to pursue his studies further. When the program of phantasy reading is carried to its logical conclusion, the child soon develops a large enough reading sight-vocabulary to permit

EDITOR'S NOTE

This is the type of article that has meaning for teachers even though they may not have "disturbed children" in their classes. The authors, who have worked in the psychiatric field in the New York City public school system, have drawn upon their experiences at P.S. 618, Bellevue Psychiatric Hospital, where they taught disturbed children who have acute reading difficulty.

him to relinquish his own phantasy material as a source of learning in favor of available textbooks.

The adolescent who is somewhat inhibited artistically, and not so free in his art productions as the young child, is not able to utilize phantasy material in art expression. He was introduced to reading with a kind of unique word list. He was asked, "If you could learn only five or six words in your whole life, which words would you want to learn most of all?" The reading was then started with this word list. The words frequently were much more difficult than any the teacher would have chosen and sometimes seemed to have no reasonable order except in the mind of the child. The following are three such lists which were suggested by children aged nine, twelve, and fourteen who were complete nonreaders when the program began:

I	II	III
mother	girl	Wolfman
grandmother	stupid	Zombie
Jesus	institution	wife
Christ	electricity	weight-lifting
cat	interplanetary	Atlas
pig		

Amazingly the child who could not seem to remember "up up up" and "down down down" from one day to the next, when he tried to read from the usual primer, managed to learn and retain the words of his own choosing. Each day the list was increased and when enough words were learned, the adolescent was encouraged to

attempt a phantasy book, using his word list, in which he dictated his own made-up story to the teacher, who typed it on a primer typewriter—a few sentences on each page. This story, with or without illustrations, depending upon the child's preference, was then used as a reader and the child learned to recognize his own thoughts in print.

Using the same personal reader type of format as the phantasy booklets, the tape recorder was added to the program as a further incentive toward learning to read. Following the pattern of the commercial R.C.A. Victor record readers, the child dictated his original story which was typed by the teacher, again only two or three sentences on each page. (A sound which means "turn the page" was invented by the child so that the few lines on each page could be made palatable as functional and fun rather than infantile.) The story was then read into the microphone and after that—for drill—the child listened to his own voice telling the story, while he followed it on the typed pages. The fascination of this activity seemed to be endless, and children appeared never to tire of hearing themselves; learning to read became really painless. The adolescents in particular responded to this method and even those who were able to read invented stories with very difficult words so that they too could be a part of this exciting activity.

Another attempt at using unusual material was made with songs. This method utilized a special type of song, written specifically for this purpose and designed to encourage movement and action. Action songs help children to express normal, natural needs in a socially acceptable manner. Children like to act with their bodies, to sway their hips, to reach up with their hands, to whirl their heads. These songs offered them opportunities for a variety of body movements, acting while they were singing. They had interesting and appealing themes. They were centered about chil-

dren's phantasy, which is as real to them as reality is to adults: taking a trip to Mars, spending a day with a circus clown, or playing, in turn, every instrument in the orchestra. When the children learned the songs and enjoyed participating in this musical experience, the words of the songs were reintroduced in a new situation, namely, reading. The words were duplicated on separate sheets of paper and the child read from them, while he sang. In addition, to vary the procedure and to force attention to the words, the child was provided with a magnet and a metal bar. The child held the magnet under the paper, moving it from word to word; the little bar, resting on top of the paper, followed it, similar to the bouncing-ball type of singing in movie theaters.

This kind of word recognition drill is purposeful even when the purpose is obscured to the child. It is entertaining, done in a social situation, and focuses the child's attention upon words without his being aware that he is learning. The vocabulary used in the songs was simple, the tunes were easy to sing, and it was felt that many children transferred their enthusiasm for singing to an acceptance of learning how to read. Under these conditions the attention span of even the most distractible child was extended, and learning could take place without stress or pressure.

Another device which proved of interest to the disturbed child, helping him to maintain attention and participate with enthusiasm, was a battery-operated quiz-game type of reading drill. This consisted of a series of reading cards, superimposed upon the usual commercial quiz board with two leads and a red light, devised specifically to assist in sound discrimination and word identification. The cards were designed to teach phonics, word recognition, picture matching, vowel discriminations, initial consonant recognition, and so on. This game had real value because it held the interest of almost every child who at-

tempted to work with it. They were intrigued by the mechanics of the game and delighted in the little red light which indicated a correct choice of response. The cards were structured in such a way that specific reading difficulties could be worked on either by a group or by an individual.

Of the five materials described in this paper, the most successful as new methodology were the phantasy booklets, the tape recorder, and the word lists. The other two seemed to be excellent supplementary devices for associated learning or specific drill activity. All of the methods had the quality of a uniquely structured learning situation, and those children who feared academic activity because of past failures were stimulated into learning with the presentation of different materials in an unusual manner. It is, of course, apparent from the activities described that many experimental methods were rejected as unsuccessful in favor of these before these five were utilized to any large extent. In addition, the very

fact that this type of searching was necessary is an indication of our lack of complete success in the teaching of reading. No one method is the panacea for all children, and regardless of method there are those children who seem not to be able to learn. Even those who are learning seem at times to backslide and give little indication of the amount of effort which has been expended in order to help them. However, in spite of the failures and inadequacies in both our knowledge and our methodology, many children who seem to have had previously no ability to learn to read can actually be taught and can improve in their skill. With enough patience and a tremendous capacity for accepting uneven progress along with the fine successes, one can take a sanguine view of the studies made in the teaching of reading, and remedial reading teachers can look forward toward the evolution of better and more efficient methods in teaching reading to the academic retardate.



Planning—a Major Responsibility

A prime responsibility of the principal of today's rapidly changing American high school is that of planning. Educational planning requires anticipation of conditions, needs, actions, results. It is concerned with many possible situations which affect people and things. It must be appropriate to a purpose or to groups of purposes which are related. Alternate courses of action must often be drafted for contingencies occasioned by unpredictable factors. But skill in obtaining pertinent evidence and planning upon the basis of that evidence are required of the successful administrator of the secondary school which is to remain effective. The work of the principal must involve a large measure of looking to the future and planning for the school which is to serve that future.

This planning is not done in isolation. It must be coordinated with the plans of many other people. Teachers, both as citizens and as professional participants in the life of the school, play a major role as they plan their activities within and without the school. The superintendent and governing board are constantly planning for the school system and the individual school as well. Nonschool groups such as parents, employers, college admissions officers, and other youth-serving agencies in the community, are anticipating a future which in turn must affect the role of the school in that community. Certainly the forces are very remote which do not specifically influence much of the plan for the school's foreseeable future.—DAVID B. AUSTIN in *Teachers College Record*.

ORIENTATION BUDDY DAY

By BURT SWALES

FROM THE DAY we receive our initiation into this world via the "directive orientation" of the doctor's hand in an attempt to make us draw our first breath of air, to the day we pass into "realms unknown," we are required to adjust to new environments at various stages. Perhaps one of these stages in your school, as in ours, is at the transition from sixth grade to seventh grade, when the pupil leaves his one teacher and must acquaint himself with several new teachers for each subject. He can no longer sit at his one desk and pull forth a textbook for each subject as its time comes in the course of the day. He can no longer look up from his desk and view the same bulletin board as he passes through reading, riting, and rithmatic. He no longer raises his hand in child fashion. Sometimes he no longer walks a short way to the one-room schoolhouse he has known for six years but climbs aboard the yellow bus and is herded off to *distant lands*. No longer a friendly voice reminds him it's time to start his science. A cold mechanical buzzer reminds him now.

Our 6-6 program implies the need for orientation at this level, for various reasons. The physical division of the building makes it necessary; the child needs to feel he has

not lost his identity in the change from one teacher to many; and children from branch schools still in operation need to be made to feel they are welcome.

How the Practice Operates

In an attempt to make the transition somewhat easier, we have adopted the "buddy system." Basically, this method employs the technique of having each seventh-grade pupil "adopt" one sixth-grade pupil for a school day in the spring of the year. A small group of sixth-grade pupils (fifteen or twenty) is assigned to a section of the seventh grade. Each individual sixth grader is also assigned for that day to a buddy, who takes his sixth-grade friend with him throughout the day to all his classes and activities. When necessary, the visiting sixth-grade student is given a folding chair to be used in rooms where there is no other accommodation. A preliminary explanation is given to all sixth-grade pupils and all seventh-grade pupils, and there is also a follow-up for the sixth graders for answering questions they may have regarding the new type of school day and the problems of schooling. Those students still in branch schools are brought in on a school bus and spend the day at the Central School in the same manner as they will when they attend as regular seventh-grade students.

EDITOR'S NOTE

The 8 and 4 plan of school organization has only one break while the 6 and 3 and 3 plan has two breaks. It is doubtful that articulation between the 8 and 4 is any better or worse than that between the 6 and 3 and 3. Nonetheless, many teachers and principals are concerned about bridging the gap more smoothly. The author of this article is one of them. He is guidance director of the Fillmore (N. Y.) Central School.

Evaluation of Practice

In the fall term following the spring of the year, after the program had been placed in operation, an evaluation of the technique was made through pupil and teacher questionnaires.

Five questions were asked the pupils:

- (1) Did orientation buddy day help you this fall in remembering the teachers you have? Yes, 43; No, 5.

(2) Did it help you this fall to start the first day because you were over here last year one day? *Yes*, 42; *No*, 6.

(3) Did you take part in any class discussions last year? *Yes*, 35; *No*, 13.

(4) Did you enjoy the day? *Yes*, 48; *No*, 0.

(5) For those of you who came in from an outside school: Do you think last spring's orientation day helped you to come in on the bus and attend school here with little difficulty? *Yes*, 7; *No*, 1.

With one exception the eight junior-high teachers involved in the program felt it to be beneficial. All but one felt this method of orientation to be superior to the lec-

ture method of trying to acquaint pupils with their expected seventh-grade program. About four of the eight teachers felt the first day of school was less confusing than it had been in previous years.

This type of program has some drawbacks in that the carrying of chairs adds some confusion to the beginning of each period. There is a natural amount of confusion added to the day due to the type of program. However, we have never had discipline problems arise from the day; the students enjoy it and are well behaved. We believe in the program, for it is an attempt to destroy the feeling of anonymity.

Unsaid . . .

By MIRIAM S. COX

Tonight I am a stricken thing
Flayed by whips of remorse,
Remembering the boy, hungry for praise,
I dismissed with a brief, "Of course!"

The girl with darkly smoldering eyes
Where rebellion half conceals pain,
Moves wraith-like through my troubled mind
Like a wistfully sad refrain.

I have learned to check the angry floods
Of reproof that surge to my lips
When patterns of thought are ripped to shreds
By trivia of boy-and-girl quips:

Oh, yes! my speech is unruffled and kind
After patience might well have fled—
But the demons that rise to disturb my rest
Are the words I left unsaid.

—The *English Journal*

Experience, Please!

By EARL W. THOMAS

"TELEPHONE, Mr. Coleham."

"Thank you, Sue. Yes, this is Coleham, superintendent of Holyheaven County Schools. . . . Yes, sir, we are in need of a principal for the Last Fork Junior High. We desire a man well qualified by virtue of education, teaching experience, and practical experience. How do you stand on these . . . ?

"I see. Hmmm . . . a master's from Stumble State in administration. Have been teaching for ten years. Principal of an elementary school until the building was burned. I'm most happy to state that we have no worries over burned buildings at Last Fork. The building there burned three years ago, and we have done nicely with churches, lodge halls, and garages since that time. Ha, ha! We are considering the prospect of never rebuilding the school. A novel idea, don't you think . . . ?

"You are very realistic, sir. I think it would be to our mutual advantage if you would come down and let me orient you for the particular requirements expected of the Last Fork principal. . . .

"Well, it is really quite simple. In order to qualify successfully for the job at Last Fork, all the regular qualifications plus those of practical experience are necessary. Let us go through some of those on the phone right here and now. The most important consideration is in regard to the experience that you have had in firing a Westford Air-Vent Furnace. . . .

"You have never fired a Westford, but you have fired a Northward? Possibly that experience can be substituted. Next, let me ask. . . .

"Why is the firing of the furnace so important? What does that have to do with the job of being principal? It has everything to do with it. Westford Air-Vents

heat all the churches and lodges which we are substituting for the regular school building. There are five different buildings in which the principal must fire the furnaces each morning before six o'clock in order to have the buildings warm enough for classes. . . .

"I am so glad that you understand. We are using what used to be a janitor's salary for paying the incidental expenses brought on by the present arrangement. However, the principal of the school now receives ten dollars extra per month to pay for this trouble to him. The county board expects to abolish that as a frivolous expense before the next term begins, so you wouldn't have to pay taxes on this money. Do you understand something of the utter simplicity of the movement we are trying to bring about in the operation of Last Fork . . . ?

"Good. The next question I hope will be as easily comprehended as the last was. Have you had any experience in a supermarket as a clerk or on a peddling truck in rural areas? We prefer the peddling truck experience. . . .

"You have had neither of these, but you managed a variety store and a candy shop for two years. It is hard for me to make any decision as to how well that qualifies you, for the county board insists that the person who becomes principal have peddling-truck experience above all else. . . .

"Oh, yes, I understand your confusion as to why this is important. You see, in this county many of our incidental and extra activities are supported by the local schools themselves without funds from the county or state; that is, such activities as the library, school paper, toilet paper, the light bill, and so on. In Last Fork the classes are widely scattered, and there is no other way to support these minor programs except

through the sale of writing paper, pencils, crayons, ice cream, candy, soft drinks, and all the other extras which go to make school life complete. The county board refuses to allow any school to sell chewing gum. Messy, an evil, and a vice, and must not be tolerated. Ah, getting back to the idea of the necessity of the peddling-truck experience. The sections of Last Fork school are scattered over the countryside so that it is necessary to operate the school store in the same manner as a peddling truck. Every morning after the school busses have arrived and unloaded, the principal must reload one of the busses with the goods he wants to sell the students that day. Shortly after eight o'clock he begins to make the rounds selling the things which the students desire to buy. The board explicitly forbids the selling of any items in the school store until after 8:00 A.M. . . .

"Excellent. The principal last year told me that he normally made a nice extra profit by stocking the bus well with flour, beans, and coffee and supplying the householders along the route. This of course caused some little objection among the local merchants. Our philosophy is that schools must have money to operate abundantly even if it does mean conflicting with local interests. Meet the needs, I always say. . . .

"Of course, if you desire to know why the principal who was there last year is not going to be back this year, I shall be happy to tell you. He was a dear fellow, and we

EDITOR'S NOTE

Most of the schools in the United States are small schools and most of the school systems are small school systems. Problems faced by administrators of small school systems are quite different from those confronting their counterparts in large cities. This article has a small town flavor. Its author is associated with the schools in Pisgah, Ala.

desired very much to keep him. He had worked for years firing furnaces, pouring concrete, repairing boilers, operating peddling trucks, and doing almost all the practical jobs needed to educate a successful school principal. When the dear boy was released from the hospital at the end of the year, he developed an extreme phobia about qualifications and went back to school, determined to finish the twelfth grade before becoming a principal again. That's the story. Would you like to come down and leave an application with me for consideration by the board at its next meeting . . . ?

"Sorry. I am unable to promise anything. If you only had experience with the Westford and knew something of the economics of the operation of rural peddling trucks. . . .

"That's fine. Come by at your convenience. Thanks for calling. We want a crackajack principal at Last Fork this year. I feel certain you can qualify. Good-by."

◆

*The minds of men. We are now engaged in competition for the minds of men, and the stake is survival of free institutions. Today's challenge is as simple as that. In the struggle the American school is just as important as the diplomatic and military forces. Each must play its vital role in this all-embracing conflict.—EARL JAMES MCGRATH in *Education, the Wellspring of Democracy* (University of Alabama Press).*

Findings

DRIVER EDUCATION: The National Safety Council estimates that the price America pays for the privilege of riding around in automobiles costs nearly four billion dollars a year in accidents—\$25 for each man, woman, and child in the United States or more than \$2,500 for each one of the more than one-and-a-half million young new drivers who take the wheel of a car for the first time every year.

What to do about it? Put more driver training courses in the schools. This is the strong contention of Mr. Harry Pontious, Nationwide Mutual Insurance Company's safety director. He also reports that to date driver education has saved the nation more than \$150,000,000, and, in addition, it is credited with saving, in one year alone, 388 lives and preventing 13,580 injuries.

However, only 40 per cent of the nation's high schools offer driver education today. Where it is offered, the evidence is that it reduces traffic accidents by at least one-half. One study made in Delaware showed that untrained drivers had nearly five times as many accidents and five times as many arrests as a comparable group of trained drivers. In Massachusetts, over a six-year period, accidents to 16- and 17-year-old drivers dropped from 1,203 to 642 as the number of high schools with driver education went from 48 to 217. In Cleveland, the accident and conviction records of 3,254 high-school graduates—1,884 with driver education, 1,372 without—were studied. The trained group had only half as many accidents.

WOULD YOU LIKE TO TEACH? Of 1,429 students who participated in a survey encompassing three high schools, 18 per cent indicated that they would like to teach, whereas 82 per cent (1,172) said they were not interested. Margaret Ann Cummings reports the outcomes of this survey in *Illinois Education*. Those who favored teaching as a profession listed "working with people and personalities" and "being of service to others" as the two more important reasons for their wanting to teach. Other reasons attracting the students to teaching were "time to travel in summer," "special interest in certain subjects," "great demand for teachers," and a "five-day working week with holidays."

"No desire whatever to teach" was the most common statement of those students who did not want to teach. Then came "too much restriction on one's social life," "takes too much time to be a teacher," "costs too much to prepare to be a teacher," and

"salary not so good as in other fields." The problem of discipline handling and the large amount of paper grading were also factors which entered the picture.

EFFECTIVE LETTERS: An important segment of American life—business and industry—discovered that its written communications, most particularly its letters, were not doing the job they should. Surveys revealed that many people did not understand the things many companies were trying to say in their letters. Because they didn't understand, the attitude of many people toward these companies was one of grave suspicion or downright annoyance! The life insurance business was faced with this problem.

According to an article in *Nation's Business*, the New York Life Insurance Company spent four years studying ways to make its letters more effective. According to the study, effective letters were those in which the writer wrote as he would speak, rather than as the books said was correct. Four simple rules for the writing of letters were developed from the investigation:

(1) Use your own language. Forget business English. The proper language of business is your own language. It is the language your readers will best understand because it is their language, too.

(2) Write your own way. Don't try to write a letter the way you think someone else wants it written. There is no such thing as a standard letter. Develop your own style. Make your letters distinctively you.

(3) Don't worry too much about grammar. The way a word is used is more important than the way a book of grammar says it should be used. The rules of grammar reflect only yesterday's usage.

(4) Let your own personality show in your writing. The personality of a company is the extension of many individual personalities. As a letter writer you are one of these important personalities.



EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of the methods used, the degree of accuracy, or conclusiveness, and sometimes even the scope of the study.

Wanderers and Tellers of Tall Tales

By CHARLES A. TONSOR

WE ALL have students who are held to the schedule with great difficulty. They slip out whenever they get the opportunity; they cause no trouble but hang out in lavatory, in auditorium balcony, or in an out-of-the-way corridor. Often these students weave the most fantastic yarns: "Father is dead," "Sister doesn't like me," and so on, whereas father is perfectly lively and there is no sister. These particular children are little trouble except for the confusion caused by the tales and the time spent in investigation.

They are suffering from mental illness, possibly schizophrenia, which Dr. William Malamud, director of research on schizophrenia for the National Association for Mental Health, says is one of the most prevalent diseases in the mental field. He told a convention of the nation's Mental Health Association a year ago that the disease results from a combination of physical vulnerability and early environmental factors. Injurious experiences during infancy and childhood, such as social and psychological stress, are vital causative factors. Faulty methods of upbringing, deprivation, frustration, broken home, alcoholic parent, and lack of some degree of security affect the young child. Then when the critical period of puberty adds physical as well as emotional stresses, the mental mechanism cannot stand the strain. Top these with adolescent difficulties, assumption of adult re-

sponsibilities, economic and social problems and complete schizophrenic breakdown may result.

The swing to aggression rather than withdrawal is always a possibility if, in our attempt to confine the student to schedule, we use methods that increase stress or break down what little emotional control still exists. Scolding, name calling by their mates—"dopey," and so on—anger, ridicule should not be used. Quiet factual approaches which reinstate the reason are needed. Questions, continuous questions, gradually bring some semblance of control. Where? Why? How? What? Who? With whom?—with quiet pointing out of things that don't jibe—will gradually bring an awareness of inconsistency.

If the situation is such that the student places himself in jeopardy—sneaks into the shop or pool—he must be made an official "case," and a strong attempt made to secure therapy through a psychiatrist.

But even if schizophrenia does not result, serious maladjustment will. Statistics show that 20 to 25 per cent of workers are suffering from some form of maladjustment. This shows up in "impaired efficiency, accident proneness, chronic absenteeism, personality clashes, and habitual infraction of the rules." They may explain the young people we have who do just these things, who don't seem to be able to conform.

To meet the problem presented by the "wanderers, the tellers of tall tales," the folks who can't conform, and not injure them still further, move with caution:

(1) Let them lean on you. Remember they are adrift, they lack security; they have always lacked it. They improve as they gain a feeling of security. They may be a nuisance at first because of the frequency of their visits. But this wears off as they

EDITOR'S NOTE

Someone has said that good teaching is primarily an act of friendship. The author enlarges upon this theme in regard to the educational wanderers. He is principal of Grover Cleveland High School, Brooklyn, N.Y.

learn to lean on others also, adolescents as well as adults.

(2) Let them confide in you, even if the tale is tall, and gradually get in your questions—not necessarily on the same day that they tell the tale. That will make them think up something and it will be different from what they said before. You can then point out that things don't jibe. They recognize inconsistencies and at first try to wriggle out of them. Gradually—not in one day, or in several, but in not so very long a time—they will learn that they must be consistent. You cannot hurry this.

(3) They need and crave attention. Therefore ask a question of them as you meet them in the halls: "How are you doing?" "How is your shop project coming

along?" "What English mark did you receive?"

(4) Watch them and check them as "accidentally" as possible to build up in them the sense of routine.

(5) Always speak slowly, quietly, deliberately.

If all your contacts with these people are as informal as possible so that fear of adults is not engendered or heightened, confidence is built in the ability to deal with adults generally. Once this has taken place, improvement is very noticeable. That does not mean they are "cured." It does mean that they have learned a greater degree of control over their minds and feelings and hence have fewer experiences leading to withdrawal or aggression.



Teaching and the Gentle Art of Tickling

People like to be tickled. The public will pay its ticklers fabulous sums. Think of the incomes of our movie stars, radio and television comedians! Think of the stale plots, the corny gags, the salacious and suggestive jokes, the hillbilly and western songs that clutter up our screens and fill the air. Were ever teachers so well known as Abbott and Costello? Were any teachers ever listened to by so many people as Amos and Andy? Does any school-ma'am make as much money teaching good English as Judy Canova does talking mountaineer language? The answer is discouraging.

Most people resist teaching. They regard learning and schools as work. Teaching takes a long time. Tickling is often a matter of a well told joke, a wisecrack loaded with innuendo, crazy acting, a diverting song or pun. The effect is immediate.

So much for the discouraging angle. Here is the other side. The financial advantage of the tickler is the main one. Most of the other advantages are with the teacher. In general a fickle public changes its preferences so often that the entertainer's life is short.

A good teacher's life, like aging wine, becomes finer as the years go by. Few people attribute their success in life to the influence of the ticklers. Many people give credit to some teacher for guidance,

sympathy, encouragement and inspiration that have helped them become successful and useful citizens. Most of the tickler's tickling is forgotten with the horse-laugh or the chuckle it causes.

The lessons learned under guidance of teachers give strength, help and purpose to the learners throughout their lives. *Ticklers* merely help people momentarily to forget their problems. *Teachers* give their pupils means to solve their problems.

One last thought I'd like to leave with you. Teachers may well learn some of the tickler's tricks. I don't mean slapstick stuff. I don't mean they should tell naughty stories. I mean that teachers, by cultivating a sense of humor and a pleasant way of presenting lessons, can give sparkle and zest to otherwise hum-drum study work. Teachers whose pupils refer to them as "Old Lady So and So" are usually people who take themselves and the subjects they teach too seriously and dish out subject matter to pupils with no seasoning of wit and humor, smiles and snickers. Teachers who are introduced to parents as "my favorite teacher" are usually those who use such seasoning.

Don't you agree that teachers could be more successful if they combined a little moderate tickling with their teaching?—W. A. FRANKLIN in letter to F.T.A. group quoted in *Oklahoma Teacher*.

Why Not

Education students benefit from assisting with community groups

Practice What You Preach?

By

GILBERT D. MCKLVEEN

ACTIVE where you have been passive. Creative where you have been routine. These words kept sifting through my mind as I stood three times weekly and lectured in my Introduction to Education class. Stood and distributed words of knowledge spilled from neatly compiled notes that expressed the philosophy of the masters. "Learn by doing!" That's the way it went. That had been drilled into me far back in my undergraduate days when my state of professional growth was in its infancy. I was hardly old enough then to chin myself on the tallest education book.

Such high-sounding phrases as, "Let the learning be a living experience for your students. Go beyond the four walls of your classroom and take the students into the community." How many times these prophetic statements had been hurled to my beginners in a college classroom. Then suddenly, forcefully, and with a degree of unexpectedness, the truth struck home. Why not practice what you preach?

Statements not then found in the best pedagogical literature began to make a noticeable imprint on my mind. "What is good for the goose is good for the gander. Don't do as I do, but do as I say. Practice what you preach." And why not? Could I not make my educational class more meaningful to my students? Could I not make it a living experience? Why not take the students of the classroom to the community? Why not teach an education class by example, as I would wish them to teach an English class, or a social studies class, or a science class?

Why not?

Then ideas came tumbling down like empty shoe boxes from a store shelf: Cub Scouts, Girl Scouts, Brownies, Boy Scouts, Tri Hi Y and Sr. Hi Y, Sunday School classes, story reading hour at the library, and perhaps physical education classes at the Y.M.C.A. All these presented untapped sources for community experiences for students in a beginning Ed. 20 class. Here would be a chance to make experiences really live. Working with an age group that many would be called upon to teach some years later, held out a possible testing ground for prospective teachers.

From the conceived notion came the birth of an organized plan. First den mothers, Scout leaders, ministers, and club leaders had to be contacted and a roster established for the students, made up of the names and leaders of the organizations, and the time and place of meeting. Upon receiving this information the students were then given an opportunity to consult with the lay leaders of these groups and arrange a time to meet with them. The students were not merely to attend the meetings but were to participate and assist to the fullest.

This year, for example, one of the students took over a minstrel to be given by a Boy Scout troop. The college boy's maturity and knowledge of music were most helpful to the scoutmaster. And for the prospective teacher it was a refresher course on how jivy, jumpy, and jittery the junior-high juvenile can be.

A sophomore preparing to teach had his educational ears pinned back when he realized for the first time how far down you must go with Cub Scouts till you reach their

level of understanding. He had taken as one of his projects explaining the rules and regulations of the game of basketball. Later, at his own suggestion, he was the center of a lively question-and-answer period at the monthly pack meeting. Projecting a set of slides in an interesting and challenging manner was the experience of a coed who accepted an assignment to appear before a group of teen-agers at a youth fellowship meeting.

"Holding their interest over a noticeable span of time was my problem," reported a would-be teacher who showed up at the town library to read for the little folks during their weekly story hour period. Another college lad chose to explain, firsthand, his hobby, which was raising pigeons. Seeing breeds and species of these feathered pets held the undivided attention of a bunch of wide-eyed scouts for nearly forty minutes—youngsters the very prototype of which he would face across worn brown desks in but a few short months.

To have a check on the degree of participation of the college representative, a prepared slip was given the adviser of the organization. This slip was returned to the college instructor, stating the time spent and the nature of assistance rendered by the student.

One term most often repeated in graduate study was the word "evaluate." Let us evaluate our theory, our approach, our accomplishments. And so in keeping with all good teaching techniques, the students were called upon to evaluate their five community experiences. A few quotations from these analyses will suffice:

"From these experiences I learned that the most important thing to keep in mind is keep them busy. I have seen teaching at work in various situations. I have learned both negative and positive methods, principles and personality factors favorable for the most effective teaching."

"Now that my experiences are complete, I am positive that teaching is the profession

EDITOR'S NOTE

Most students engaged in preparation to be high-school teachers would applaud the viewpoint of the author, who maintains that four walls do not a classroom make. He is head of the department of education, Lebanon Valley College, Annville, Pa.

for me. To have the satisfaction of knowing that I taught a child just one little thing that may be used to his advantage, is the greatest feeling in the world."

And still another student wrote: "A direct benefit of these projects to me was the recognition of the worth of these community services. I feel this contact has been useful to us not only as temporary residents of this community but also as future teachers who may some day be responsible for similar activities."

A poignant value of the community service projects is clearly revealed in the words of the student who wrote, "I enjoyed my association with teen-age organizations very much. My experiences were limited to the field of scouting and although I was to help them, they helped me."

Comment after comment came from the neophytes enrolled in their first preparatory course for teaching. This was a new and living experience rather than a dull, prosaic semester of theoretical expostulations.

Yes, active where you have been passive; creative where you have been routine; learning by doing. These and many other pedagogical tidbits of wisdom float through my mind as I prepare to meet another group of yearlings in a course of Ed. 20. Students will look up, poised their pencils for note taking, and hear me explain, as I lean importantly over a tall, teetering rostrum: "Let the learning be a living experience; go beyond the four walls of your classroom and take your classes into the community."

Better Results from Theme Correcting

By FLORENCE C. BOWLES

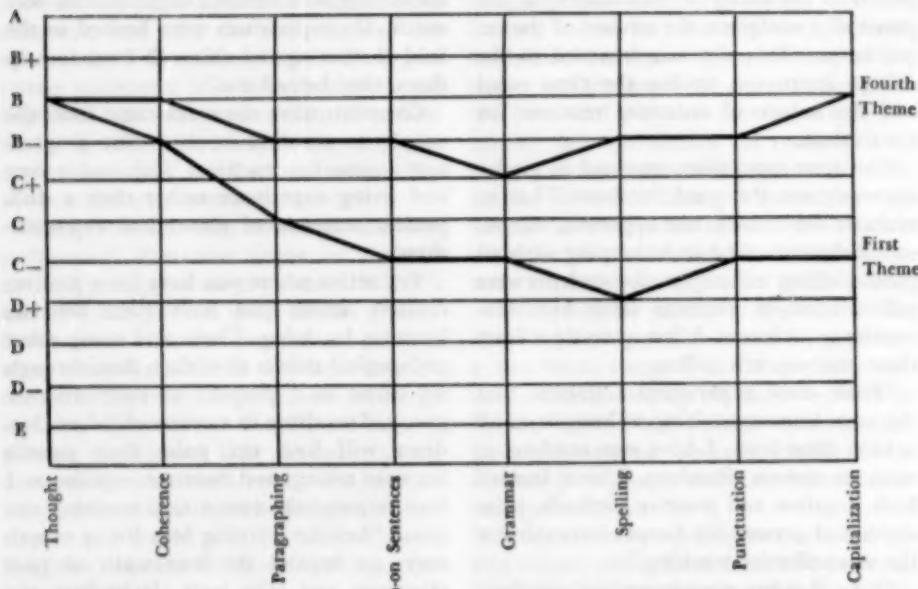
HOW OFTEN the teacher of English composition wonders about the practical, long-term value, to the average and below-average pupil, of the many hours she spends in carefully noting on his themes errors in grammar, punctuation, spelling, capitalization, run-on sentences, paragraphing, coherence, and thought! Even when the pupil conscientiously corrects each error, she wonders whether he is really concerned with, or even superficially interested in, her notations and in his corrections of the errors.

In the grade that she gives him, yes, he is definitely interested; but in the separate ingredients that make up that grade—are they just dull writing chores that have no interest for him?

As the final road test, does the pupil's correcting of errors help him to improve his next theme and his next? When the teacher compares the final themes of the term with those written at the beginning, she often finds that making the corrections has not helped.

If meticulous correcting of each theme does not bring good enough results, what can the teacher do to awaken active interest in the mind of the pupil? If the pupil is not really concerned about the components that go into the making of the grade, how can he raise that grade? Is there some visual, some "eye-grabbing" device, that will point up for him the role that the different elements play in the determining of the grade?

FIG. 1. THEME CORRECTIONS PLOTTED



One teacher, in tutoring, used a device that could be just as effective with large classes. In the best pedagogical tradition of linking one subject with a subject already mastered, she thought of using graphs. Graphs were valuable in giving pictures of statistics and conditions. Why not, then, make use of them to point up errors in composition?

In a large class the procedure might be this: for the next assignment, the teacher asks the class, before they hand in the themes, to write on the cover sheet the abbreviations that she uses in noting their errors—Thought, Coherence, Paragraphing, Run-on Sentences, Grammar, Spelling, Punctuation, Capitalization. When she reads the themes, she writes on the cover sheet a separate grade for each element. Then she asks the pupils to prepare graphs of their markings. They draw graphs for four consecutive themes and then superimpose the line of the fourth graph on the first graph. With most of the pupils she will find that the line straightens out and levels

EDITOR'S NOTE

The \$64 question in critical appraisal of pupils' compositions is: Does it result in their writing better themes? The author, who is tutor in English, Highland Park, Mich., has an unusual suggestion to theme correctors.

up. This discovery will give as much satisfaction to the teacher as to the pupils. Marking themes will no longer be the deadly drag that it has previously been.

Figure 1 is the graph of Milton B's first theme, with the line of the fourth graph superimposed on it. The sharp dips in the line of the first graph pointed out to Milton his weaknesses more clearly than the teacher's many comments had ever done. The graph was a picture of his good and bad points, a picture that he had never been able to bring into focus by leafing through his themes and looking at the markings.



Put Your Shoulder to the Wheel

In the past several years the editors of a number of journals have had their legs pulled by sensational writers who for financial reasons or for the purpose of indoctrination have submitted very well-written, but thoroughly unreliable and spurious articles for publication. Among those journals have been the *American Legion Monthly*, *Saturday Evening Post*, *Collier's*, *Ladies' Home Journal*, *Atlantic Monthly*, and most recently *Harper's Magazine*.

It is very reasonable and most probable that in each instance with the possible exception of *Collier's*, the editors did not realize how unreliable and misleading the articles they accepted were.

The school people generally should be very quick and very positive in expressing their opinion of the reliability and the fairness of these articles as they appear.

Each one of us should make it a point to sit down and write to at least one member of the chief editorial staff of each journal publishing an article

unfair in its charges against American public schools and American teachers. If the author has time he should also be specific and indicate a few instances in which the article is erroneous, misrepresentative, or otherwise misleading.

Before, you forget it, write a letter within the next few days to the editors of at least one of the publications. *Collier's* magazine, for example, has received such a large number of protests against the McCarthy-like charges of Whitman and his series of articles that they have prepared a form letter in reply, requesting that we do not judge *Collier's* too harshly or quickly as they will have something to say on the other side of the discussion. This in no way excuses the editorial incompetence of an editor who will present to his readers as truth an article, the validity of which he has not investigated. However, if he publishes articles which are truthful and reliable, some of the damage may be undone.—*Utah Educational Review*.

Student Teachers and Classroom Control

By L. R. DAVIS and L. A. BROOKS

IT IS NOT surprising that college students preparing to become teachers in our junior and senior high schools approach their student teaching experience with considerable apprehension. They realize that they are soon to come face to face with a group of boys and girls in a classroom and that they will stand or fall on the basis of their ability to cope with this new experience and all its complexities. After many conferences with college seniors just prior to their student-teaching assignment, it seems to us that the greatest fear these young people face is that they will not be able to establish and maintain a wholesome, co-operative working situation in the classroom. As a student teacher put it, "I'm worried about how to handle discipline."

As they look back over the professional subjects they have taken, student teachers recall their study of adolescence in courses on educational psychology; they doubtless remember the emphasis placed upon unit planning, motivation, evaluation, and other general aspects of the teaching process in their study of the principles of high-school teaching. But now they feel keenly the need for simple, practical guidelines that will give them at least some feeling of security in those first few days on the firing line. The

purpose of this discussion is to put down a few clear-cut statements that may prove of help to critic teachers, to college supervisors, and to student teachers themselves as they all prepare to work together to devise effective ways of securing positive classroom management and control. Most of these observations, it will be noted, are no more than reminders of some aspects of good guidance practices in the classroom.

Tempo

One of the biggest surprises to most student teachers in the high school is the pace of learning. The average college senior has unconsciously been stepping up the speed and range of his learning for four years since leaving high school. The student teacher tends to carry over into his high-school teaching situation the same practices and methods he has been observing in his college classes. He is surprised to learn that high-school pupils read more slowly, have a more limited vocabulary, and generally lack the competency in study habits that college students have. Failure to anticipate this difference may lead to unreasonable assignments and needless tension and friction between the student teacher and his pupils.

EDITOR'S NOTE

There is some reason to believe that the extent of discipline problems varies from place to place and school to school. Nevertheless, student teachers frequently feel apprehensive about their ability to establish good classroom control. Professors Davis and Brooks, who are on the staff of the College of Education at the University of Alabama, analyze the ways by which student teachers can achieve acceptable classroom control.

Individual Differences

Not only will high-school students differ from college students, but high-school pupils within the same class will differ markedly among themselves in nearly all traits. With the growth in school enrollments and the demand for universal education has come a corresponding increase in the heterogeneity of the school population. IQ scores may range from as low as 70 to 140 or higher. Differences in interest will be correspondingly great. Pupils will differ also in their emotional and social adjustments.

The student teacher must recognize these differences and make provision for them in his teaching. If the student teacher is to understand the individuality of his pupils and adjust his teaching practices to their individual needs, he must make a systematic study of their backgrounds and characteristics. Such a study will involve the use of cumulative records, anecdotal reports, test results, logs, autobiographies, sociometric studies, and so on.

Fairness

It is only natural that a student teacher will find certain pupils more pleasing and attractive than others. Whatever his personal feelings, he must always observe strict impartiality in dealing with pupils. High-school boys and girls are extremely sensitive to any form of discrimination. The teacher who has "pets" is generally unpopular.

By the same token, each pupil expects to be treated with respect and understanding. He expects his own personal worth to be appreciated. If the pupil is accorded trust and confidence by the teacher, he will likely return that trust and confidence to the teacher. Fair play is part of the unwritten code of students. Any unjust treatment of a pupil or his classmates is resented. The student teacher who expects to secure rapport with his class must establish a reputation for fairness, understanding, and impartiality.

One type of unfairness which is often seen in the classroom is the use of sarcasm by the teacher. Pupils quite properly interpret this as a form of unfairness and cruelty. A teacher may find that this form of control will have a temporary effectiveness, but in the long run sarcasm will create resentment in the classroom.

Planning

Few things give a student teacher a greater feeling of security than the knowledge that he is prepared for the day's les-

son. Good teaching and thorough planning go hand in hand. It is true that a teacher may not always use or follow in detail the plans that he has made, but the fact that he has a plan gives him a point of reference to which he can readily turn if the need arises. Experienced teachers may on occasion be able to "bluff" their way through a class period for which they have made no preparation, but the inexperienced teacher who attempts to direct the class without plans will succeed in fooling nobody but himself. The result will be disorganization and confusion in the class, and the student teacher will soon find that he has lost control of the group. Time spent out of class in organizing the next day's work will pay rich rewards for the student teacher.

Co-operative Effort

To the extent that pupils have a part in the determination of what will be studied and how it will be studied, their understanding and acceptance of these plans will tend to lessen problems of misbehavior. John Dewey long ago pointed out that the degree to which people learn in a situation is conditioned by the meaningfulness of the problems with which they are confronted. If the problem-solving technique is to be used successfully in a classroom, the problems selected for study must be of significance to the pupils. Pupils are in the best position to know what problems are of concern to them. To exclude pupils from planning is to ignore one of the basic principles of effective learning.

Not only is it necessary for pupils to share in the planning but they should also have a part in the evaluation of the work. Evaluation cannot be divorced from learning. Evaluation is an essential step in the process of reflective thinking.

Useful Learning

"Why do we have to do this?" is a question which is sometimes directed at a teacher by his pupils. Such a question is

generally evidence of a poor learning situation. Pupils will not apply themselves to activities which seem inane.

If classroom activities are to be satisfying, they must be purposeful. They must appeal to the basic needs and interests of adolescents. To assign a class "busy work" just to keep the pupils occupied is poor policy and, we might add, generally unsuccessful. If pupils are interested in the work of the class, they will stay busy. Two points should be stressed: first, the learning activity must be useful, in and of itself; and secondly, the usefulness and appropriateness must be readily apparent to the pupils as well as the teacher.

The Need for a Sense of Humor

It is probably no exaggeration to say that the majority of discipline problems develop because of tenseness and anxiety on the part of the teacher. Teachers who are tense tend to magnify minor disturbances. For example, the whispering between two students may likely be viewed as a threat to the teacher's position and prestige.

The best antidote for tenseness is a sense of humor. A good laugh will relax one physically and help to restore one's perspective. The teacher who can find amusement in the action of a student will not view that action as misbehavior. Childish pranks will be recognized for what they are, and the teacher will not make issues out of trivia. Students like to see a teacher smile and

laugh. And the teacher who can laugh with his class will find that he likes his class.

Group Control

Most teachers will have discipline problems in their class at some time, but when discipline problems arise, they should be dealt with on an individual basis. Punishing an entire class because of some infraction by one or two students whom the teacher is unable to identify, only develops group hostility toward the teacher. Nor should pupils be expected to inform or "tattle" on each other in the hope of escaping punishment.

If there is general disorder in a classroom, the teacher obviously is doing a poor job of teaching. In such a case, the teacher should look for the underlying cause of the discipline problem in the over-all teaching-learning situation.

One of the most effective means for developing an acceptance of reasonable behavior in the classroom is the marshaling of group opinion about what constitutes acceptable behavior. High-school students are quite capable of discussing and agreeing upon a simple code for the classroom. If this is done early in the semester, those who violate what the group has decided upon thus incur the displeasure of their classmates as well as that of the teacher. Social control by the pupil's agemates is much more effective than control by the teacher alone.



The Voice of Educational Controversy

The past few years have witnessed a retreat in public and in professional life from the area of controversy. The very word "controversial" has indeed become one to be avoided. Many educators prefer to be minions of the majority rather than devotees of debate. Too often such individuals will pounce upon the expression of an independent, and unpopular, opinion. The inevitable result of such a

state of affairs is the prevalence of a colorless clique.

Genuinely frank discussion of controversial issues is essential if education is to keep moving forward. Criticism should be considered and weighed, and, if found justified, acted upon. The educational critic should be treated with due seriousness, not as one whose fate is likely to be derision, demotion, or dismissal.—W. W. BRIGEMAN in *School and Society*.

A Successful Reading Program: THE BOOK-A-MONTH CLUB

By
GRACE A. MAYR

CONFRONTED by my seniors' lack of interest in good reading (their preference being comics, sports stories, digests—anything pictorial, full of walloping action, short), I initiated a program in which each pupil should read at least ten library books during the school year.

In September, when my pupils were rested by a long vacation from school and from books, they were most receptive to the idea. All agreed during a discussion of "Why Read?" that reading is beneficial: gives the reader factual knowledge, allows him vicarious experiences and travel to all parts of the world, and affords pleasure (if he can read what he wants). And so they fell in with my idea for each to sketch a ten-month tentative reading program.

The months of the school year were listed and beside each a type of book. Since variety seemed desirable, all agreed to limit themselves to four novels and to choose widely for the other six months. The understanding was that this prospectus was subject to change. Few of them held unalterably to their original plans, for most of them developed reading interests in the ensuing months and read ahead.

Two class periods were allotted monthly for quiet reading. Part of the first period

could be spent in the school library making a selection. Teacher inspection of each book was required before the title and author were recorded permanently, and the pupils grew to enjoy their quiet reading periods with me. The periods afforded many opportunities for reading guidance. Since my personal philosophy had always been to prevent anyone's violating a book by reading it without sympathy and understanding, I did not hesitate to talk frankly with the students about their chosen books and their relative ability to obtain maximum benefits from the books. Once they found I wouldn't insist upon a reader's finishing a book just because he had started it, a rapport was established.

Two weeks later the sharing of reading experiences began, either with book panels, buzz group discussions, or written papers, 150 words maximum, in answer to specific questions suitable to the books read.

It was a delicate problem, directing taste in reading among twelfth graders who had said they didn't like to read. A slow process, it took seven months of careful guidance and gentle persuasion to lead them. By April the program was really operating; pupils were asking the date of the next reading period and discussing with me much more of their reading than the monthly book.

Our book-a-month club is a success. It took patience to overlook student skepticism when a book was teacher-recommended; sympathy to encourage students to overcome their individual reading problems; guidance to see that their reading power grew; and freedom of choice to win their enthusiasm.

EDITOR'S NOTE

Reading is a more controversial subject than it used to be. But controversy or not, good teachers continue to try new ways to elicit reading interest of pupils. The author of this article is an English teacher in the Dwight Morrow High School, Englewood, N.J.

Events & Opinion

Edited by THE STAFF

CENSUS OF FOREIGN STUDENTS: Almost 40,000 foreign students, scholars, and doctors spent the 1954-1955 academic year in the United States, according to "Open Doors," the annual census of foreign exchangees in the United States, recently published by the Institute of International Education, 1 East 67th Street, New York City. The report gives data on the 34,232 students from abroad who studied in the United States this last year, on 635 scholars on the faculties of educational institutions, and on 5,036 foreign doctors training as interns or residents. This is the first year in which the census has given information on foreign scholars and doctors.

Of the total exchangees, 29 per cent came from the Far East; 24 per cent from Latin America; 17 per cent from Europe; 13 per cent from North America; 13 per cent from the Near and Middle East; 3 per cent from Africa; and 1 per cent from Oceania. As defined for this report, a foreign exchangee is a citizen of a country other than the United States who intends to return to his home country when his educational assignment is done.

FOREIGN-AREA STUDY FELLOWSHIPS: The Ford Foundation has announced it will offer fellowships for the academic year 1956-1957 for study and research on foreign areas. The fellowships will be available to persons under forty years of age for graduate or postdoctoral work in the social sciences or humanities that pertains to Africa, Asia, the Near East, the Soviet Union, or Eastern Europe. Study and research may be undertaken in the United States or abroad beginning as early as the summer of 1956.

The purpose of the fellowship program, which is beginning its fifth year, is to help create a more nearly adequate supply of Americans trained to deal professionally with matters regarding the selected foreign areas. It is part of a broader Ford Foundation program to increase international understanding and enable the United States to discharge its international responsibilities better.

Applications will be accepted through December 15, 1955. Details and application forms may be obtained by writing to the Ford Foundation, Foreign-Area Fellowship Programs, 477 Madison Avenue, New York 22, N.Y.

TEACHING COMMUNISM: The American Bar Association favors teaching the theories of communism in the schools provided Congress authorizes

the teaching by law. According to an Associated Press dispatch, the house of delegates for the 58,000 lawyer members adopted by unanimous voice vote—and with no argument at all—a resolution urging Congress to adopt a measure sponsored by Rep. Flood (D-Pa). The bill would set up an eleven-member commission that would make available information and prepare suggested curriculums in the nation's schools "as to the basic differences between the theories and practices of the American way of life and theories and practices of atheistic communism."

Walter M. Bastian, chairman of the A.B.A.'s American citizenship committee, said that "at a time when Russia is smiling at us it is a good time to take a look at their system." Last year Bastian sought to have the A.B.A. go flatly on record in favor of the teaching of communism in the schools, and he reiterated that "the committee has not abandoned its resolution." However, no effort was made to bring it before the delegates for discussion, and it appeared to be dead, especially in view of the action urging Congress to take the step first.

GOOD JUNIOR-HIGH PROGRAMS: A blueprint for a good junior-high-school program, particularly at the seventh- and eighth-grade levels, is set forth in a ninety-nine-page study issued by the United States Office of Education. The report is based on an analysis of seventy-six schools in twenty-three states.

All boys and girls in the junior-high-school group need a sense of security, worth, and responsibility, according to the study. They want love or affection from adults—they seek it both from their parents and from their teachers. The common needs of all seventh- and eighth-grade children, as suggested by the United States Education Office report and as summarized by the *New York Times*, are listed as these:

- (1) Environmental conditions to maintain healthy, growing bodies.
- (2) Individualized program of activity and rest to nurture health and growth in every child.
- (3) Program of health services, practices, and instruction to secure for each individual optimum health, protection from disease and accidents, and correction of defects, and to educate children in the care of their bodies.
- (4) Conditions to enable children to gain the affection and friendship of those upon whom they depend for the sense of security and worth and to

develop the attitudes and skills which are fundamental to a sense of security.

(5) A school program to meet the needs of each child, aiming ultimately at self-guidance or independence.

(6) Curriculum opportunity to help each child grow continuously in basic academic skills, understandings, powers of expression, emotional resources, and ability to work with others.

Copies of Bulletin 1954, No. 1C, may be obtained by writing the Superintendent of Documents, Washington 25, D.C.

FOR MORE TEACHERS: Many organizations are concerned with the problem of solving the critical teacher shortage. Among these Delta Pi Epsilon, the national honorary graduate fraternity in business education, has prepared career information on business teaching that can be made available to your students. Write to Delta Pi Epsilon, College of Commerce, Ohio State University, Columbus, Ohio.

CARAVANS TO MEXICO: With high-school foreign language courses declining in emphasis and popularity all over the country, it is at least unusual that there should be a class which has raised its enrollment 150 per cent in less than five years.

Yet that is exactly what has happened in the Spanish department at Central High School, Minneapolis, according to Charles C. Whiting, writing in *School Activities*. From four classes averaging only about twenty students each in 1950, the enrollment jumped last year to almost two hundred students in five first- and second-year courses. What caused this sudden enthusiasm? The answer is that one of the leading arguments against language instruction has been refuted. No longer can it be said at Central that the students can never take advantage of what they are learning, because today the school offers them a practical opportunity to use their Spanish. This opportunity is a trip to Mexico.

The cost of the trip is the responsibility of the students although joint activities such as dances, paper and rummage sales, and selling Christmas

cards partially defray the expenses. The necessary extensive planning is done by the faculty members in charge and by the students and has proved to be an excellent educational experience from all viewpoints.

ELICITING INFORMATION: We recently received a letter from Jean L. Whitehill, who is the managing editor of Consumers Union, 17 Union Square West, New York 3, N.Y. Since the letter hits upon a very vital topic, we are passing the contents on to you for your consideration. This is what Mrs. Whitehill says:

"I am sure that the teacher who develops as a project for her students the sending of letters to an organization or industrial concern to elicit information feels that he or she has indeed set in motion a worth-while classroom activity. Often such projects are well planned and intelligently handled; often they are not. This is a plea from one recipient of requests for information."

"First of all, let the teacher and student have some awareness of the function of the agency to which the request is directed and write in terms of that function."

"Second, let the instructor arrange the assignment in such a way as not to have the whole class direct its requests to the same organization."

"I write with feeling, as across my desk passes student correspondence that reflects all degrees of planning or its lack. As an example, we received fifteen requests from one class on problems of democracy, addressed to a location at which we have not been for nearly twenty years, and running the gamut from queries about credit unions to such broad requests as 'Kindly forward material on the existing economic situation.' It is difficult to believe that the educational process is being greatly furthered by an assignment so poorly planned and executed."

"Most of us, I am quite sure, welcome the opportunity to tell our story and have available printed material with which to do it upon request. I think I can safely speak for other organizations when I say that we are not happy when we are the recipients of thoughtless, badly directed mass inquiries."

There's no better bet than better schools: Absent-minded gamblers will contribute to the support of Florida education, following passage of a new state law. The statute provides that all money or property represented by unclaimed, uncashed or abandoned pari-mutuel tickets shall, after two years, become state property and be deposited to the credit of the Permanent State School Fund to be used for the support and maintenance of public schools.

Book Reviews

FORREST IRWIN, *Book Review Editor*

Professional Books

Educational Psychology by Karl C. Garrison and J. Stanley Gray. New York: Appleton-Century-Crofts, Inc., 1955. 505 pages, \$5.00.

This text, according to the authors' preface, is "designed as the foundation or basic course for students preparing to teach." It is intended to meet the need of students of education for an understanding of the growth and development of the individual child.

The text is organized around two main sections: growth and development, learning and guidance. It is probable that any given book of this general nature could be criticized on the basis of the organization of material. The present text is no exception. By attempting to arrange twenty chapters of educational psychology material under these two main sections, a certain amount of unevenness resulted. An example of this is the subsuming of "Personality: Its Nature and Development" (Chap. 9) and "Personality Adjustments and Mental Hygiene" (Chap. 10) under human growth and development, while "Adjustment Problems of the School Child" (Chap. 19) was placed under learning and guidance.

Garrison and Gray have compiled a tremendous amount of material in the almost five hundred pages of reading matter. There are the traditional topics to be found in a book of this nature: the nature of growth and development, mental growth, motivation, transfer of training, effective habits of studying and learning, to name only a few. The progressive teacher will want to read and become familiar with the chapters entitled "Adjustment Problems of the School Child" and "Guiding the Individual Child." The latter chapter has a discussion of teacher adjustment that should be widely read among members of the teaching profession.

Two excellent points of the text are to be found in the appendix. It is here that the authors make a distinct contribution to the instructor. The first appendix is an annotated bibliography of 16-mm. films, with sources, that illustrate the various topics of the text. The teacher will want to read this section even if the text is not adopted. The second appendix deals with basic statistical concepts and presents in five readable pages material that must be culled from many chapters of statistical texts.

This book can be recommended without reservation for uses in introductory classes in educational psychology. The in-service teacher who finished the course some years ago and is looking for a book that will bring him up to date may be disappointed. Although each chapter is crammed with references, the vast majority of the citations, with the exception of unpublished theses, is to early studies. There appears to be little acknowledgment of the research and discussions of the last five years.

PHILIP HIMELSTEIN

150 Budget Vacations by Horace Coon. New York: David McKay Co., Inc., 1955. 240 pages, \$3.00.

One of the joys of the teaching profession is the opportunity to travel during vacations (if one can accumulate sufficient funds). This book provides definite routes, methods of transportation, as well as names, addresses, and rates of hotels and sight-seeing tours. Organized interestingly into thirteen vacation categories according to cost, it enables the reader to check possible vacation selections within his price range, whether it be for less than \$100, or less than \$150, \$200, and so on. Starting points are given and a plan for each day with a summary budget for each trip.

HELEN HALTER LONG

A Foundation for Art Education by Manuel Barkan. New York: Ronald Press Co., 1955. 235 pages, \$4.00.

At a time when most of the books in the art education field are concerned with "how-to-do-its," it is refreshing to find one which deals with basic issues. Manuel Barkan's *A Foundation for Art Education* is such a book. Dr. Barkan draws heavily on both psychology and sociology as well as on philosophy for his support of what art educators have come to believe is the best in art education.

Beginning with a look at art education today, he gives a view of our cultural attitudes and presents evidence which indicates an optimistic future for the arts. From this beginning he develops, very logically, the role of the arts in education and in experience and concludes with a "foundation for art education." It is this section which may most directly affect current art teacher practices. In a very positive manner, Dr. Barkan suggests basic concepts to help the teacher in her work with children. His concern is with the development of understandings on the part of the teacher rather

"We hold these truths to be self-evident . . ."

WHEN MEN ARE FREE

THE CITIZENSHIP EDUCATION PROJECT
Teachers College, Columbia University

Being a good citizen of a country requires living according to the principles for which that country stands. *When Men Are Free*, for secondary school students, is about the principles our country stands for—here called *Premises*. They are called Premises because they are assumptions, or are based on assumptions, which the Founding Fathers made when they wrote the Constitution. They can't be proved as if they were scientific principles, and we don't have to prove them. We just say, "We hold these truths to be self-evident," and govern our lives accordingly.

Dealing with beliefs and laws concerning the free individual, his government, his economic system, and his nation's relations with the rest of the world, the book in its entirety should help young people understand what freedom in America really means.

HOUGHTON MIFFLIN COMPANY

Boston
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than with setting forth a pattern of action. He uses many illustrations to give clarity to his ideas and to relate principle to practice.

The reader will find much in this book to stimulate his thinking, very little with which he will feel inclined to disagree. It is a worth-while and a much needed addition to the literature on art education.

JACK ARENDS

Texts & Supplementary Books

The American Adventure by Bertrand M. Wainger. New York: McGraw-Hill Book Co., Inc., 1955. 727 pages, \$4.20.

Written in narrative style the way history took place, and primarily for the junior-high-school age span, *The American Adventure* is a stirring story covering the days when our land was discovered and peopled from sea to sea, the changes in the democratic pattern, and youth's share in the challenge of the future.

This is a textbook and it gives systematic information as textbooks must, but it does much more. There is a wealth of material to hold the interest of youngsters just dashing into their teens and of older students and readers, too, who like history presented in entertaining as well as in

ordered form. It becomes apparent almost at once that the author knows young people, knows how to teach them, and understands the problems of social studies teachers. What adolescent would not thrill to the tale of a great nation, from the struggles of its infancy through the time of its flowering, when each important event along the way is an adventure? What teacher would not appreciate the many aids given to assist him in his work?

The American Adventure unfolds in nine units, each one dealing with a particular period in the history of our country. Each unit is divided into chapters giving vivid pictures of how the people lived, how they earned a living, and how they ran the government. This is the story of the settling of the continent, the building of a great nation, the expansion of opportunity, the strengthening of democracy, people at work and at play, our growth into world leadership, and the tremendous responsibilities such leadership brings. The land frontiers have come to an end and are replaced by those of conservation, education, business management, the fight against inequality, an appreciation of the arts and sciences, and the great frontier of peace.

Each unit is followed by a roundup giving the high lights of what has been studied and a wealth of material to help students with skills that they need and a variety of projects to fit their abilities

and varied tastes. Two hundred illustrations, many of them with touches of color, and three hundred and fifty photographs add depth to the story. The reviewer believes that this book will quicken the breadth of the reader as the episodes come alive under the skillful handling of the author. It will make pupils glad to be Americans.

LAURA T. TYLER

Functional Mathematics, Book III, by William A. Gager, Lilla C. Lyle, Carl N. Shuster and Franklin W. Kokomoor. New York: Charles Scribner's Sons, 1955. 481 pages, \$3.20.

Teachers of mathematics who are interested in a departure from the traditional, compartmentalized approach to mathematics will be interested in this book, the third in a series called *Functional Mathematics*. It is evident that the concepts and skills introduced in Books I and II are kept alive by additional and more advanced applications of problems in arithmetic, algebra, geometry (both plane and solid), and trigonometry.

One of the clearest and most extensive treatments of the process of logical thinking is given in this book that this reviewer has had the pleasure to see. Examples of types of reasoning are chosen from the field of mathematics as well as from situations in everyday affairs. Some of these include inductive, deductive, and indirect types of reasoning. Students are cautioned against fallacious types of reasoning based on hasty generalizations or snap judgments, or making false assumptions. The book is very clear on the reasoning process which is used in the solution of equations and in the use of formulas.

Measurement is one of the chief topics which results in the book's achieving a high degree of success in integrating the areas of mathematics. For example, in the first chapter, approximate measurement leads into the use of many formulas including areas and volumes of solid figures. In many cases the student is expected to derive the formulas, in others the formulas are stated without proof, and in some instances the formulas are made plausible. The authors arrive at some formulas by a summing-up process. In the case of the sphere, small increments of volume are introduced as cones with common vertices at the center. The total volume is the sum of all increments:

$$\begin{aligned} V &= \frac{1}{3} s_1 r + \frac{1}{3} s_2 r + \frac{1}{3} s_3 r + \dots \\ &= \frac{1}{3} r (s_1 + s_2 + s_3 + \dots) \end{aligned}$$

But $(s_1 + s_2 + s_3 + \dots)$ equals the total surface area S_s of the sphere, which in turn equals $4\pi r$. Therefore, the volume formula becomes

$$\begin{aligned} V &= \frac{1}{3} S_s r \text{ or} \\ V &= \frac{4}{3} \pi r^3. \end{aligned}$$

An assumption is made from the beginning that the student has previously had experience with trigonometry because it is necessary, even as early as page 20, to use trigonometric functions in deriving and using a formula. An appendix is provided which gives the definitions of the trigonometric functions, but no formal review is given in the body of the book. Problems requiring trigonometry occur in various parts of the text when the occasion suggests its use.

Each of the eleven chapters is concluded with a chapter summary in the form of a set of questions. Upon answering these the student is made aware of the important concepts which the chapter has attempted to emphasize.

This text is very satisfying to the reviewer. It leaves the impression that if a student completes the material, he will have a very deep understanding of the tools of mathematics. He will have had a rich experience with computation and a continuous reminder of the importance of the degree of accuracy which may be required in different situations. He will recognize the value of proof and how algebra, geometry, and trigonometry may be utilized in establishing results. Moreover, he would certainly feel the impact of a wealth of applications. Eight chapters deal basically with scientific applications which, in the process of arriving at solutions, assist in training the pupil to think straight. The other chapters, three in number, deal with the mathematics of compound interest, annuities, appreciation and depreciation of values, and taxation and insurance applied to business.

The reviewer feels that this book has definitely achieved the purposes of an integrated mathematics program, and that as a result of its being written, there should be a definite upsurge of interest in this direction.

WILLIAM H. GLENN

General Shop Bench Woodworking (4th ed.) by Verne C. Fryklund and Armand J. LaBerge. Bloomington, Ill.: McKnight and McKnight, 1955. 152 pages, \$1.25.

The revised fourth edition of this book will be a welcomed addition to the industrial arts teacher's reference shelf. Even more importantly, it will serve as an excellent classroom text. Much has been done to improve the general arrangement of units in the book, and it is the selection of these basic manipulative and informational topics which is especially noteworthy.

The step-by-step procedure in completing a woodworking project is presented in a simple, logical manner which a beginning student can understand. The many illustrations and diagrams are particularly well done and apropos to the re-

spective units presented in the book. There are seventy-six short chapters or units pertaining to the most common woodworking operations encountered by the junior-high and senior-high industrial arts student. Questions appear at the end of each unit. The total format and arrangement of text and illustrations make this a book particularly adaptable to a wide range of classroom use.

Many woodworking books in the industrial arts education field are apt to be a rehash of a preceding popular text. This edition is unique in that much of it is completely new and original. Imaginative, well-illustrated pages will make it attractive to even the dullest student.

GEORGE SOGGE

English for Today—Grade 9, by Martha Gray and Clarence W. Hach. Chicago: J. B. Lippincott Co., 1955. 560 pages, \$2.60.

English for Today—Grade 10, by Martha Gray and Clarence W. Hach. Chicago: J. B. Lippincott Co., 1955. 560 pages, \$2.64.

English for Today—Grade 11, by Martha Gray and Clarence W. Hach. Chicago: J. B. Lippincott Co., 1955. 560 pages, \$2.72.

English for Today—Grade 12, by Martha Gray and Clarence W. Hach. Chicago: J. B. Lippincott Co., 1955. 577 pages, \$2.76.

As explained in their preface, the authors have prepared a revised edition of the "English for Today" series, in which apparently no major changes have been made and which is designed to offer high-school students "the essentials needed for current and adult living as well as for career and college preparation." Some will maintain that the authors have gone far toward reaching their goal, i.e., building their series upon the far-reaching objectives set forth by the Commission on the English Curriculum of the National Council of Teachers of English: "(1) the cultivation of wholesome personal living, (2) the development of social sensitivity and effective participation in group life, and (3) preparation for vocational competence."

A study of the table of contents and a perusal of the pages reflect the authors' concern for understanding the functions of language: learning to distinguish between the verbal and extensional world, between the language of reports and that expressing judgment and inference; learning to think, and to recognize pitfalls to clear thinking.

It reveals too their concern with the fourfold aspect of language development: speaking, writing, reading, and listening. After all is said and done, a lack of language is a lack of means of communication and of thought itself.

The content represents the human concerns within which the techniques of communication flourish: using the library, exploring the dictionary, increasing the vocabulary, understanding parliamentary procedure, preparing panel discussions and arguments, knowing about radio and television. The technicalities of composition are treated in chapters on developing paragraphs, writing a research paper, a précis, an essay, and a short story. The grammar and usage handbook, which forms the last part of each text, consists of a series of lessons made up of explanatory materials and exercises; the latter may be used as diagnostic tests, mastery tests, or homework assignments. All four volumes contain a section on what has been termed a "sterile skill," i.e., diagraming.

The authors have kept in mind the age group for whom they have written the books, featuring in "comprehensive chapters the medium of communication deemed most important to the average student in each group." For example, there is a chapter on the motion picture for the ninth graders; one on the radio for the tenth; the newspaper for the eleventh; and the magazine for the twelfth. Another distinctive feature of the series is that each text begins with a unit most appropriate to the particular class group. Thus the ninth-grade book begins with "Knowing Your School"; the tenth, with "Knowing Yourself"; the eleventh, with "Knowing How to Think"; and the twelfth, with "Knowing Your Future."

The format is excellent: the type is clear; the paper is of good quality; and the illustrations are appealing to teen-agers.

EDNA LUE FURNESS

Books Received

Acting Is a Business by MERRILL E. JOELS. New York: Hastings House, 1955. 96 pages, \$2.50.

The Boy Scout Story by WILL OURSLER. Garden City: Doubleday and Co., Inc., 1955. 253 pages, \$3.50.

The Creative Process—a Symposium edited by BREWSTER GHISELIN. New York: New American Library of World Literature, Inc., 1955. 251 pages, 50 cents.

Explorers and Their Discoveries by ARTHUR L. HAYWARD. New York: Abelard-Schuman, Inc., 1955. 240 pages, \$3.00.

Famous Mysteries by MARY YOST SANDRUS. Chicago: Scott Foresman and Co., 1955. 298 pages, \$1.50.

Fighting Yankee by ROBERT E. PIKE. New York: Abelard-Schuman, Inc., 1955. 231 pages, \$3.00.

First Men by IRVING and HANNAH GOLDMAN. New York: Abelard-Schuman, Inc., 1955. 180 pages, \$3.00.

Keepers of the Lights by HANS CHRISTIAN ADAMSON. New York: Greenberg, Publisher, 1955. 430 pages, \$5.50.

New World Writing—Seventh Mentor Selection. New York: New American Library of World Literature, Inc., 1955. 247 pages, 50 cents.

Questions Boys Ask by DAVID W. ARMSTRONG. New York: E. P. Dutton and Co., Inc., 1955. 160 pages, \$2.50.

Rookie Coach by REED FULTON. New York: Doubleday and Co., Inc., 1955. 222 pages, \$2.75.

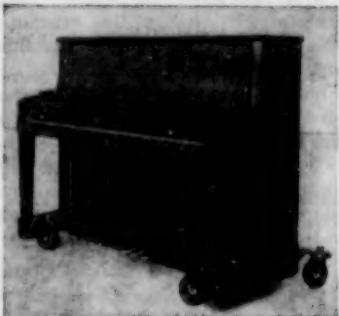
Sleuth at Shortstop by CHARLES COOMBS. New York: Lantern Press, Inc., 1955. 190 pages, \$2.50.

The Teachings of the Compassionate Buddha edited by E. A. BURTT. New York: New American Library of World Literature, Inc., 1955. 240 pages, 50 cents.

The Three Musketeers by ALEXANDRE DUMAS. London: Thomas Nelson and Sons, Ltd., 1954. 608 pages, 98 cents.

The Unvanquished edited by ENGELBERT J. NEUMAYER. New York: Oxford Book Co., 1955. 145 pages, \$1.15.

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The Whozits by FRANCES WILLIAMS BROWN. New York: Abelard-Schuman, Inc., 1955. 181 pages, \$2.50.

Your Guide to Financial Security by SIDNEY MARGOLIS. New York: New American Library of World Literature, Inc., 1955. 192 pages, 55 cents.

Pamphlet

Mathematical Sketches by J. Weston Walch. Portland, Me.: J. Weston Walch (Box 1075), 1955. 14 pages, \$1.00.

Mathematical Sketches is designed to arouse student interest in mathematics by presenting brief autobiographies of thirteen famous men: Pythagoras, Euclid, Archimedes, Descartes, Pascal, Newton, Leibnitz, Euler, Gauss, Lobachevski, Bolyai, Riemann, and Einstein. Each autobiography is printed on one side of an 8½-x-11-inch display card. At the top of the page is a pen sketch of the mathematician and below this is a fairly brief statement, told in first person, of some of the pertinent facts in the man's life. The identification of the man is printed on the back of the card. The book is purposely stapled with one staple so that it may easily be taken apart, and the drawings with their accompanying descriptions may be displayed on the bulletin board or passed around the room, or used in class games and contests.

The biographical statements are very readable and successfully portray these people as being great mathematicians as well as real human beings. The reviewer feels that the drawings do not do justice to the individuals, but the idea of having this type of material available for classroom use is sound and should be an effective means of creating interest in mathematics.

WILLIAM H. GLENN

Who's Who Among Our Reviewers

Dr. Arends is associate professor of fine arts at Teachers College, Columbia University, and editor of the *National Journal of Art Education*.

Dr. Furness is professor of English education at the University of Wyoming.

Mr. Glenn is assistant principal in charge of instruction at John Muir High School, Pasadena.

Dr. Himelstein is lecturer in psychology at the University of Texas.

Dr. Long is assistant superintendent of schools in Mamaroneck, N.Y.

Mr. Sogge is associate professor of industrial arts, Central Washington College, Ellensburg, Wash.

Dr. Tyler is an English teacher at Yonkers, N.Y., High School.

► Audio-Visual News ◄

By JOHN CECIL WRIGHT

ELEMENTARY WATER-COLOR TECHNIQUE: *Water Colors in Action*, 16 mm film, 400 ft., color (\$112), International Film Bureau, 57 East Jackson Boulevard, Chicago 4, Ill. The artist in this film gives a running account of the essential techniques necessary to success in the use of water colors. He starts with a fresh canvas and step by step brings to the canvas a landscape. He applies and explains the function of various washes. He demonstrates brushing technique, explains the effect and uses of complementary colors, he paints in foliage, he shows how to apply detail and fine line touches, and he mixes colors, explaining the effect of combination. Shadows are cast. Distant objects are made to seem distant by the proper use of blues. Flatness is avoided, and high lights are developed. A really interesting film. (Jr. H, HS art classes.)

FIVE WILL GET YOU AT LEAST FIVE: Home Management: Why Budget, 16 mm film, 1 reel, B & W (\$50), Young America Films, 18 East 41st Street, New York 17, N.Y. Three people are involved in this film—a stenographer, a banker, and a laborer. They all have something in common. They want something money can buy. Since all people have a desire to have something more, the film story points out the fact that the odds of obtaining the something more are made more attractive by budgeting. Budget is defined as systematic saving for something desired. A budget which is operative and not destined to end up in the ash can must be (1) a family affair, (2) simple, (3) elastic, and (4) realistic. It must have a margin of safety, room for impulsive buying. *Why Budget* points out that a budget cannot give you everything you want, but it can help you do without that which you cannot afford. (HS business and home economics classes.)

WILD FOWL: Long Flight, 16 mm film, 2 reels, B & W, rental \$5.00 per day, British Information Service, 30 Rockefeller Plaza, New York 20, N.Y. This film shows the work being carried on by the Severn Wildfowl Trust, an organization chiefly concerned with the discovery and arresting of the factors which are contributing to the dwindling of the wild-fowl population. Most of this film is devoted to the program maintained by the Trust of banding wild ducks and geese. We see ducks being lured into an enclosure, captured, banded, and released. We watch while members of the Trust rig a rocket-

propelled system of nets, the newest device for capturing wild geese. All is in readiness. The geese settle in. The rockets are fired, and the nets entangle many geese. This film is very interesting and demonstrates the great efforts being made by the Severn Wildfowl Trust to forestall the extinction of wild-fowl species. (Jr. H, HS conservation.)

TWO FILMS ON COURTESY: Both films 16 mm, 400 ft., B & W (\$50), Young America Films, 18 East 41st St., New York 17, N.Y. *Words of Courtesy* points out that you make and hold friends by proper use of words of courtesy. Usually two words will suffice—"Thank you," "I'm sorry," "Forgive me," "You're welcome." In any language, words of courtesy are pleasant words and pleasing to the hearer. People will remember a word of courtesy long after they have forgotten what little annoyance made its use necessary. This film points out that you should not take it for granted that the other person understands how you feel. Let him know how you feel; let him know he is appreciated. He will feel better. You will feel better in knowing that you have created a little more happiness through the use of two little words. (Upper Elem., Jr. H guidance, social studies.) *Acts of Courtesy* repeats time and again the basic statement that if you think of the other fellow's feelings and respect his rights and present your own convictions in the proper frame of mind and tone of voice, you will get along with other people, and they will respect you. *Acts of Courtesy* sets up a series of situations in which the actor demonstrates acts of discourtesy. Then in similar situations the acts of discourtesy are readjusted to become acts of courtesy. The film states that you are a better person by practicing acts of courtesy. Word will get around that you are courteous, and people will want to meet you. (Upper Elem., Jr. H guidance, social studies, guidance.)

SCIENCE IN COAL MINING: Under the Surface, 16 mm film, 2 reels, B & W, rental \$3.00 per day, British Information Service, 30 Rockefeller Plaza, New York 20, N.Y. The British coal-mining industry develops its own doctors and scientists. Crews of both are constantly poking around in the mines gathering information and materials which they will try out in laboratories in a hope that some more adequate health measure or dependable safety device will be written up in their conclusions and later translated into actual practice. This film

shows the part played by science in dealing with the age-old problem of dust, lung disease, gas, and cave-ins. It pictures the part played by science in converting the miner from a pick-and-shovel man in a hole in the ground into the spearhead of a technical army fighting to give back to Britain her place in the sun. (HS, assembly, adult audiences.)

SCHOOLTEACHER: *The Schoolmaster*, 16 mm film, 8 reels, B & W, rental \$3.00 per day, British Information Service, 30 Rockefeller Plaza, New York 20, N.Y. This film gives us a clearly defined, blow-by-blow, ringside description of an English schoolmaster's day. He begins his day early and often remains late. If this film has not been too carefully planned, omitting that which the British may regard as trivial but which, conversely, Americans may regard as stalwart proof of something or other, it may well prove to be interesting and informative to the American educator. At any rate *The Schoolmaster* presents the English schools as institutions which encourage the youngsters to think things out rather than institutions simply filling them with facts. Classes are taken to a near-by farm to engage in cattle judging. As a phase of their citizenship education, they sit in on a meeting of the town council. Individual and group responsibility and leadership situations are set up when the students manage the details surrounding a party to be given in the school gymnasium. Through all these activities, the guiding hand of the schoolmaster is seen—not in bold relief but there in the semishadows guiding, directing, suggesting. (Jr. H., HS teachers.)

After viewing this film you will probably agree: (1) that the British teacher is overworked—no mention is made of salary; (2) that much importance is attached to examinations; (3) that the teacher is highly respected; and (4) that the teacher's influence shapes the lives of the students to a great degree.

PLAYING SAFE IN THE KITCHEN: *Cooking: Kitchen Safety*, 16 mm film, 10 min., B & W (\$50), Young America Films, 18 East 41st Street, New York 17, N.Y. With accidents in the kitchen on the rise, this film is timely. To cut to a minimum the errors growing out of human frailty, the kitchen should be properly arranged. The equipment should be so located as not only to save the cook's energy but to safeguard her insofar as possible from self-inflicted accidents. The proper handling of the equipment with the greatest degree of safety is the business of the cook, to be done over and over in the proper manner until the handling is reduced to rote. *Kitchen Safety* points out those things which we all know to be dangerous, but the halfhearted respect we have for them continues to make the

kitchen far from safe. Some of the pointers are: remove immediately any grease dropped on the floor; treat sharp knives with respect; open cans with care; know where the fire extinguisher is; train the handles of the pot on the stove inward; remove the tops from boiling pots with care; dry hands are far safer when handling electrical equipment. Do not follow the advice of your friends in handling kitchen gear. It is far safer to follow the instructions of the manufacturer. It pays to play safe in the kitchen. (Jr. H., HS homemaking classes.)

AMERICAN FOLKLORE MAP: The National Conference Folklore for Youth, Ball State Teachers College, Muncie, Ind., has released a 20" × 30" map of the United States upon which has been superimposed more than one hundred episodes, institutions, and characters of American folklore. It is a gaily colored map suitable for wall display. Sells at 50¢ per copy, 3 for \$1.00.

What Kind of Parent Are You?

How well are you performing your job as parent? One way to find out is for you to rate your child since the child's health, adjustment and personality tell a great deal about you. The hostile, resentful, rebellious child is actually telling a lot about his parents and their attitude toward him. The same is true of the fearful, withdrawn, "nervous" child. It is true of the good child and the bad child. It is true of the troubled child. Children's behavior is a mirror in which parents can see their own images.

Obviously, parents do not constitute the sole factor in producing the good or bad, well adjusted or maladjusted, happy or unhappy, social or anti-social child. They are, however, the most important factor, yes, the key factor, because they are with the child more than anyone else during the formative years and because they are morally and legally responsible for his development.

Parents who are interested in improving themselves as parents must begin by assessing the present situation. Such an assessment may not be easy, particularly if it proves to be unflattering, but the conscientious parent will want to know where he stands as a parent.—CHARLES E. SKINNER in the *Educational Forum*.

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